MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION.

VOLUME THE FIRST.

MINUTES

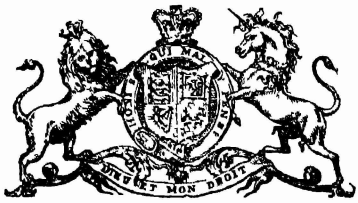
OF

THE COMMITTEE OF COUNCIL ON EDUCATION:

WITH

APPENDICES.

1845.



VOLUME THE FIRST.

LONDON:

PRINTED BY W. CLOWES AND SONS, STAMFORD STREET,

FOR HER MAJESTY'S STATIONERY OFFICE.

1846.

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No. 4. School for 300 Children.

Four Schoolrooms.

Residences for Head Master and Two Assistants.

Four hundred Children, without the Residences,

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I. *Memorial from the Archdeaconry of Derby.*

To the Right Honourable the Lords of the Committee of Council on Education.

The respectful Memorial of the Board of Education for the Archdeaconry of Derby.

SHEWETH,

THAT your memorialists constitute a district Board of the General Educational Society for the Diocese of Lichfield; that they have an income depending upon annual subscriptions, amounting to about 230*l.* per annum; that they have received, since the Board was constituted in 1839, donations to the amount of about 3000*l.*, including a donation of 1000*l.* from one gentleman towards the erection of a commercial school at Derby.

That, besides contributing largely towards building and maintaining a diocesan training school for masters at Lichfield, they have expended upwards of 2000*l.* on the erection and maintenance of a commercial school at Derby, so that the money received in donations is reduced to about 500*l.*, and the annual cost of these two institutions is at present 186*l.* out of their income of 230*l.*, as stated above.

That under these circumstances their means are very limited for extending education, or improving its character, within the county of Derby. They have, however, taken some measures towards the furtherance of these important objects; and, among others, they have made small grants to young persons above 13 years of age, to be employed as teachers in the schools connected with the Board, hoping thereby to give increased efficiency to the schools, and to commence the training of a valuable body of schoolmasters and schoolmistresses.

That, having a training school for masters, to the support of which nearly half their income is devoted, they find that they have not funds at their disposal to support a training school for female teachers, which is very much needed.

Your memorialists, therefore, earnestly pray your lordships to take into consideration,—

1. The expediency of giving more effect to the measures already adopted on a very small scale, but with considerable success, for retaining, by small payments, the services of young persons who have been examined and approved as subordinate teachers.

2. The importance of encouraging and supporting good training schools, by sending to them a certain number of young persons who have been employed as above, and have received satisfactory testimonials of character and aptitude for their calling.

3. The best mode of providing, in the several parishes and districts of the country, where schools are required, such a maintenance for well-trained teachers as is due to so important and honourable a calling.

WALTER AUG. SHIRLEY,
Archdeacon of Derby, President.

II. *Letter from the Secretary of the London Diocesan Board of Education.*

London Diocesan Board of Education,
79, Pall Mall, March 20, 1846.

MY LORD DUKE,

I BEG permission to call your Grace's attention, as President of the Committee of Council on Education, to a subject of paramount importance in promoting elementary instruction in national and other public schools. I mean the raising up and training of a sufficient number of competent teachers.

The age of 20 is the earliest at which a person, however well qualified, can be supposed to take charge of a school; and as the period for training in the National Society's, and other institutions, never exceeds three years, 17 is the earliest age for beginning such training. The difficulty of finding proper subjects at that age, (and the difficulty increases with every year beyond it,) is acknowledged by all who have the management of training institutions; for if there be that intelligence and those attainments which are desirable in one who is to be formed for teaching others, the business or profession is already fixed at the age of 17 or 18; and the

advantages that can ultimately be held out are not sufficient to induce a youth to alter his position in life.

To begin to educate a boy from the age of 13 or 14, (the latest period of his being allowed by his parents to remain at a national or parochial school,) would involve an expense which no resources at present available would be adequate to meet.

A plan has been devised by the London Diocesan Board of Education for supplying this *preparatory* training at a small cost, and at the same time rendering essential service to large schools, by placing in them assistant teachers. This plan will be best explained to your Grace in the accompanying extracts from the Reports and Circulars of the London Diocesan Board.

Your Grace will perceive that the most intelligent and advanced scholars of both sexes are allowed at the age of 14, (their parents being induced to keep them at the school until that age,) to compete for exhibitions of 10*l.* a-year and upwards, given by the Board, upon condition, when elected, of giving their services as assistant teachers in large schools, and receiving at the same time instruction from the master or clergyman, if not otherwise provided. Thirty of these young persons are now acting in schools under the superintendence and with the pecuniary assistance of the Board, and in many instances a small allowance from the several local Committees is added. Their services are generally much valued, and their progress in preparing themselves for training institutions, as tested by periodical examinations, is most satisfactory. It is for the purpose of soliciting the aid and encouragement of the Committee of Council on Education that I have taken the liberty to make this statement to your Grace. The funds at the disposal of this Board are sufficient to secure the three or four years' preparation for 30 or 40 of those pupil teachers; but when the period arrives for commencing their training, the Board is unable to maintain them any further. The number of those young persons, whose training is to be provided for annually, is at present ten; and if the Committee of Council would offer, under such regulations as their Lordships might deem proper, a few free nominations to any of the training institutions under the inspection of the Committee of Council, and in connexion with the Established Church, a small sum of 300*l.* or 400*l.* per annum would suffice to diffuse emulation through all the schools (212 in number) in union with this Board.

I have, therefore, to request, on the part of the Managing Committee of the London Diocesan Board of Education, and with the sanction of the Lord Bishop of London, its President, that your Grace would be pleased to take this subject into your consideration, and move their Lordships of the Committee of Council on Education to come to a favourable decision thereupon.

I am, my Lord Duke,
Your Grace's very obedient humble Servant,
RICHARD BURGESS,
Honorary Secretary.

To His Grace the Duke of Buccleugh.

Extracts from the Fifth Report of the London Diocesan Board of Education.

"The measure which has chiefly occupied the attention of the Board during the past year, is that of raising up, and preparing a certain number of boys and girls to be assistants in schools, while they are in preparatory training for becoming masters or mistresses in due course of time.

"The acknowledged difficulty of finding fit subjects for training institutions, at the age generally fixed for their admission, first induced the Managing Committee to turn their attention to this subject; but on account of the many elements which enter into it, some time must elapse before the plan can be practically and fully carried out.

"The consent of parents, as well as their interests, must concur in the appointment of a pupil teacher; and for that purpose parents must be made aware of the mode in which their children may advance to an honourable and useful occupation. Provision for carrying on the education of the successful candidates must also be made; a moral superintendence equivalent to that which a religious parent would exercise, should be secured. The benefit of the school where the pupil assistant is placed, should be considered, and the prospects held out to the parents of the boy or girl, thus as it were adopted by the Board, must not be delusive. These and other considerations of equal importance, render the working out of this scheme no easy task for the committee, but the results already obtained from one short year of trial, are such as

to encourage the Board to pursue their plan with redoubled vigour.

"The Committee cannot offer a better proof of the success which has attended this branch of their labours, than that which is afforded in the report presented to the Committee of Privy Council on Education by their Inspector.

"The Rev. F. C. Cook observes, 'I have inspected schools in which these youths are employed, as, for example, at St. John's Hoxton, Hampstead, Christ Church Chelsea, and Baldwin's Gardens, in which their assistance is highly valued, and I am convinced that the plan will be found practicable and most beneficial.' The qualification of some of these youths' he adds, 'are extremely creditable to the schools in which they were educated.' After speaking in high terms of the qualities and attainments of one of the youths in particular, the Inspector adds, 'those employed in the other schools are hardly inferior in attainment.'"

(CIRCULAR.)

LONDON DIOCESAN BOARD OF EDUCATION.

President, the Right Hon. and Right Rev. the LORD BISHOP of LONDON.

THE limited resources hitherto placed at the disposal of the Board, have been nearly exhausted in providing for the inspection and periodical examination of schools in union; but by the recent appointment of the Rev. F. C. Cook to the office of Inspector of Schools under the authority of the Government, the Board has been relieved from the largest item of its annual expenditure.

The Committee now propose to turn their attention to those other objects for which the Board was originally formed.

One object is to bring into union with the Board as many as possible of the schools existing in the diocese, the terms of union being similar to those which are proposed by the National Society. One hundred and forty-five schools of all descriptions are now in union; but it is desirable to increase the number, that information as to the state of education in the diocese, may be collecte and circulated with a view to promoting its extension and efficiency. And such increase will, it is hoped, be made in due course.

In the meantime, it is proposed, for the encouragement of such children as may remain at school until the age of 14, as well as

for the advantage of large schools generally, where there is but one master or mistress, to contribute towards the maintenance of a certain number of pupil teachers; and thus to raise up a succession of masters and mistresses for National and other schools out of the schools in union with the London Diocesan Board of Education.

The Board has for some time had this measure in contemplation, hoping that considerable improvements may be made in some of the largest schools and in the poorest districts. The selecting one or more of the best scholars in a National School, and making them assistants in teaching the lower classes, has been very successful in several instances; but in most cases where such assistance is especially needed, the managers of the schools find considerable difficulty in raising the necessary funds.

The Board is now prepared to receive applications on behalf of either boys or girls, of the age of 14, who are willing to submit to an examination, in which the age, character, and attainments of the candidates, will be taken into account, as well as the necessity of the school or district where they may be placed.

The candidates approved as pupil teachers, will be placed on the books of the Board for two years, with the privilege of being continued for a third year if circumstances, in the judgment of the Board, appear to recommend it, receiving in weekly payments as follows :—

BOYS.		GIRLS.	
For the first year .	£10 0 0	For the first year .	£9 0 0
For the second year	13 0 0	For the second year	12 0 0
For the third year	16 0 0	For the third year	14 0 0

At the end of two years it is proposed to elect out of the whole number of pupil teachers, three males and three females, to be nominated, free of expense, to some of the National Society's, or Diocesan Training-schools.

Applications may be addressed to the Honorary Secretary, 79, Pall Mall, stating the name, age, and qualification, of the candidates, and of the Schools from which they come.

None but schools in union with the Diocesan Board will be allowed to furnish candidates.

At a meeting of the Committee of management of the London Diocesan Board of Education, held 11th March, 1844, it was resolved :—

"That the statement and plan for raising up pupil teachers now read, be adopted, and that the same be printed and circulated among the Metropolitan Clergy."

(Signed) C. J. LONDON, *President.*
RICHARD BURGESS, *Hon. Sec.*

79, Pall Mall, 11th March, 1844.

III. *Letter and Memorial from the Clergy of the Borough of Macclesfield and Reply.*

SIR, Hurdsfield, Macclesfield, January 19, 1846.

I HAVE the honour to enclose you a Memorial from the Clergy of this town to the Committee of Council on Education, relative to the painful position in which their committees have placed themselves by providing superior masters for their daily schools, or in which they feel themselves situated by not having sufficient funds to secure such teachers as will be satisfactory to the Government Inspectors of Schools, and creditable to the Church of England.

I am desired to request that you will have the kindness to lay the accompanying Memorial before my Lords at the earliest possible opportunity.

I have the honour to remain, Sir,
Your obedient Servant,
(Signed) H. G. BAILY, (*Clerk,*)
Secretary to the Meeting.

The Secretary to the Committee of Council on Education.

MY LORDS, Macclesfield, January 16, 1846.

WE the undersigned Clergymen of the borough of Macclesfield, most respectfully beg permission to lay before your Lordships a statement of our views and feelings respecting the present position of our National Day-schools, as regards providing such an education as the wants of the rising generation demand.

The necessities of the people, together with the grants which some of our schools have received at your Lorships' hands, have made us exceedingly desirous to provide for our schools such masters and mistresses as are competent to impart an elementary education to the poor, which would at the same time be satisfactory to your

Lordships' Inspectors of Schools, and also worthy of the Church of England, as the church of the people of this land.

We beg to acquaint your Lordships that to accomplish this desirable object, great efforts have been made, and are being made in this town; it is, nevertheless, with extreme regret we are compelled to own that there is no reasonable hope of its attainment in the present situation of our schools.

Some of our committees are prevented by want of funds from providing such funds as the exigency demands.

In those schools which have discharged their old masters and mistresses, and, *as in some cases, have doubled their salaries, to secure the services of competent individuals* from the National Society's, or other training colleges, the annual expenditure so far exceeds the receipts, as to cause most serious apprehensions, that their services must be dispensed with, unless some aid be immediately granted by way of annual endowment to such schools.

We therefore most humbly beg to be permitted to direct your Lordships' attention to the necessity there is that some speedy measures be adopted for the effectual maintenance of daily schools in the manufacturing districts, in which the wealthy are so disproportionate in point of numbers to the operatives.

It will afford us sincere pleasure to be permitted, individually, to lay before your Lordships, statistics of the schools under our superintendence.

We beg to subscribe ourselves
Your Lordships' most obedient Servants,

(Signed) W. C. Cruttenden, A.M., *Minister of Macclesfield.*
Charles O' Neill Pratt, M.A., *Curate of Christ Church.*
John Burnet, LL.B., *Incumbent of Sutton.*
H. G. Baily, A.M., *Incumbent of Hurdsfield.*
Henry Briant, A.B., *Incumbent of St. Paul's, Macclesfield.*
William Crump, *Incumbent of St. Peter's.*
J. M. Rowley, A.B., *Assistant Curate of Macclesfield.*
A. P. Luscombe, B.A., *Assistant Curate of Christ Church.*
A. Childe, B.A., *Assistant Curate of St. George's.*
Henry Jarvis, A.B., *Curate of Hurdsfield.*

To the Committee of Council on Education.

Committee of Council on Education, Privy Council Office, Downing Street, January 21, 1846.

REVEREND SIR,

I HAVE the honor to acknowledge the receipt of the very important Memorial of the Clergy of Macclesfield, on the inadequacy of existing local resources, for the payment of the salaries of masters and mistresses of elementary schools in whose efficiency the clergy can have a confidence to be established only by their character, proficiency, and skill.

This Memorial shall, without delay, be placed in the hands of the Lord President of the Council, who will, I have no doubt, at the earliest convenient period, bring under the special consideration of the Committee of Council on Education the prayer of your Memorial, in order that their Lordships' attention may be directed "to the necessity that some speedy measures be adopted for the effectual maintenance of daily schools in the manufacturing districts, in which the wealthy are so disproportionate in point of numbers to the operatives."

I have the honour to be, reverend Sir,

Your obedient Servant,

(Signed) J. P. KAY SHUTTLEWORTH.

The Rev. H. G. Baily, Hurdsfield, Macclesfield.

IV. *Letter from Wm. Bulkeley Hughes, Esq. M.P., conveying a Memorial from the Clergy and Laity of Carnarvon.*

MY LORD DUKE, Carlton Club, March 4, 1846.

THE enclosed petition has been forwarded to me from the borough of Carnarvon by highly respectable and influential parties, who have requested me to transmit it to you as President of the Committee of Council on Education.

The petition embraces many points and urges the utility of the scheme with such force and clearness, that I consider it wholly unnecessary for me to do more than to add my humble testimony (as the representative in Parliament for Carnarvon and a resident in Wales), to that of the memorialists of the urgent necessity of providing means of establishing a better system of education for the poor in that part of the Principality.

I have the honour to be, my Lord,

Your Grace's obedient Servant,

WM. BULKELEY HUGHES.

To His Grace the Duke of Buccleugh, K.G.

To the Right Honourable the Lords of the Committee of Council on Education.

The respectful Memorial of a Meeting of Gentlemen, lay and clerical, held at Carnarvon, on the 24th January, 1846,

HUMBLY SHEWETH,

THAT your memorialists are deeply impressed with the absolute necessity of an improved system of education for the working classes in the Principality.

That though Wales forms an integral portion of England, yet, owing to the general poverty of the country and the difference of language, the great mass of its population is far behind that of England, in educational advantages and intellectual culture.

That within the last few years great efforts have been made, and are still making, to supply the deficiency of the country in these respects; a considerable number of National and other schools have been erected, and every available means resorted to with a view to bring the rising generation under proper discipline and instruction.

That hitherto one great obstacle has lain in the way, and in many cases has rendered all exertions almost inoperative, viz., the want of a supply of efficient masters and mistresses. Numerous applications are continually making for suitable persons to undertake the charge of schools recently erected, but without avail.

For this the reasons are obvious, viz.,—

1. The average salary of school-masters in the Principality does not exceed 25*l.* per annum, and thus there is no inducement for young persons possessing the requisite qualifications to offer themselves for the work.

2. The existence of two languages, the Welsh being the vernacular tongue of nine-tenths of the children in these schools, the teacher has to instruct them through the medium of an acquired language, and thus the difficulty of obtaining competent persons is increased.

3. Owing to the poverty of the country generally, there is no possibility of raising a sufficient fund, whereby young persons possessing capabilities (but without the means of supporting themselves) can be relieved of the cost of maintenance whilst undergoing the necessary instruction to qualify them for taking the charge of schools.

That under these circumstances your memorialists venture to appeal to your Lordships for some assistance to meet the pressing exigencies of this country, though it appears from the Minutes of Council that grants are made only towards new buildings, the erection of any additional building seems unnecessary in the present state of education; the large National Schools lately erected at Carnarvon afford ample accommodation for the working of such an institution as this district now requires.

That your memorialists would respectfully suggest the adoption of the following scheme (subject to any modifications which your Lordships may think necessary), as appearing to them most likely to secure the desired object, viz., that your Lordships be pleased to grant assistance to provide fittings and apparatus to establish a Model School in connexion with the Normal School at Carnarvon; that the Committee of the Model School be enabled by and from the Committee of Council, to provide small stipends for the support of such a number of apprentices as may both render the instruction in the Model School an example worthy of imitation, and may afford the means for the selection from the body of the apprentices, at the close of their period of training, of suitable masters for the village and rural schools; that such apprentices be chosen at an annual examination by the clergyman and inspector of schools; that a certain number of apprentices be singled out to finish their training in a National School, and be enabled to do so by a grant from the Government; and especially that the Committee of Council devise some mode by which the Trustees and Committees of Schools may be enabled to raise the salaries of the masters to some suitable scale, thereby securing the services of a respectable class. All this to be done on an extension of the principle of making grants in aid of local efforts.

Your memorialists respectfully submit that some such scheme as the above (though it may involve some deviation from your Lordships' usual course) seems especially called for under the peculiar circumstances of the Principality. From an intimate knowledge of the country, a thorough acquaintance with the genius and habits of the people, and, after some years' careful observation of the working of the present system, your memorialists would state it as their deliberate conviction that every attempt at education, with the machinery as now in use, must prove a failure. The schools already established, as well as those

in the course of erection, will be in the hands of persons entirely incapable of conducting them, and thus become worse than useless; whereas the establishment of a system for a supply of well-trained masters and mistresses with adequate salaries, would raise the character and mental tone of the rising population, open to them sources of intellectual pleasure, and secure a continuance amongst us of the blessings of social order, loyalty, and religion. Other collateral advantages would accrue from the adoption of such a system; the English language would become more generally known, consequently the administration of justice in our courts of law would be much facilitated, and there would be no occasion to employ interpreters as at present; some of the rites of the church, too, still administered in English, would be better understood, and more duly appreciated by the people generally, and then Wales would become one with England in law, in language, and the character of its education.

Your memorialists earnestly and respectfully request your Lordships to give your favourable consideration to this their urgent appeal, and, as in duty bound, they will ever pray, &c.

THOMAS THOMAS, *Chairman.*
R. WILLIAMS, M.A., } *Secretaries.*
H. P. MAULEY, }

Carnarvon, January 24, 1846.

V. *Letter from Henry S. Bright Esq., Hull.*

DEAR SIR, Hull, January 10, 1846.

I HAVE not troubled you about the St. James's National School at this place for a long time, and I would not do so now but that I feel *compelled* so to do from a sense of the responsibility I have taken upon myself by being so mainly instrumental in the erection of the schools.

They are answering the most sanguine expectations which I ever indulged in when pleading for a grant from the Privy Council and National Society, but as regards the boys' school, a period has arrived when, without aid is afforded us from the Council or National Society, our usefulness will be most seriously impeded. We have an average of 220 to 240 boys in attendance, and only *one master.* Our funds will not admit of our engaging further assistance, and unless some aid be afforded, I shall feel it my

duty, (reluctant as I should be so to do,) to send a portion of the children away, for the number is too great for any man, single-handed, to take the charge of. We have at present, a most excellent master from the Westminster Training School, but the work is *killing him by inches,* and my object in writing to you to day is to ask whether the Lords of the Committee of Privy Council on Education, would make a yearly grant for an assistant master, or *one* grant to be vested in the trustees, and the yearly interest whereon would suffice to pay an assistant. I urge the case strongly from a deep and growing conviction, that the great work of National Education is only half done by the new building of school rooms. To make them efficient, I am quite sure yearly support must sooner or later be afforded.

I am very truly, Dear Sir,
Your obediently,
HENRY S. BRIGHT.

J. P. Kay Shuttleworth, Esq.,
&c. &c. &c.

VI. *Letter from Rev. W. R. Bowditch, St. Andrew's, Wakefield.*

St. Andrew's School, Wakefield,
March 12, 1846.

SIR,

I BEG leave to inform you, that St. Andrew's School Committee accept the grant made by the Committee of Council, towards the purchase of apparatus. I beg also to present our best thanks to their Lordships for this, in addition to their former liberal grant.

I have to beg the favour of your direction, as to the mode of applying to their Lordships for a grant in aid of pupil teachers and master and mistresses' salary. In reference to the first of these, I may venture to say, that the strong recommendations of Her Majesty's Inspectors upon the subject, apply with tenfold more force to these schools than to any I have yet seen. The best monitors we can get, are worse than ridiculous, owing to the utterly deficient character of the education given throughout the town, and as it will take some considerable length of time to remedy this—not to say that the employment of monitors at present retards the cure rather than accelerates, there seems an im-

perative call for some better provision. The monitors so dislike the task of teaching, as to perform it most sulkily, and at the change of the lesson to beg permission to return to the class. If this were refused, the children would be taken away. A small payment would be enough to secure the services of pupil teachers in many instances, and I have now a boy of the age of 13, who promises to be a more than commonly efficient schoolmaster, whom we can have bound for 3 years for 15*l.*, paying 4*l.* the first year, and 5*l.* and 6*l.* in the two following ones. This boy's parents wish him to be a schoolmaster, as they prove by offering to accept this sum, when he can get from 6 to 8 shillings a week in a brick-yard. With reference to the salaries of masters and mistresses, I most earnestly hope that the time is not far distant when the Committee of Council will have the power of relieving us of some portion of our present burden, and of enabling us to offer a fair remuneration for the labour and talent employed in the education of the children of the poor.

I have the honour to be, Sir,
Your very faithful Servant,
W. R. Bowditch.

J. P. Kay Shuttleworth, Esq.,
&c. &c. &c.

VII. *Letter from H. Holden, Esq., Worcester.*

My Lords, Worcester, February 20, 1846.

On behalf of the Committee of the Worcester Boys National Schools, I beg most humbly to lay before the Committee of the Lords of Her Majesty's Privy Council of the Council on Education the following candid statement of their position, and to crave your Lordships' assistance.

That before the erection of the Diglis-street new school-rooms, (and towards the erection of which we have to thank your Lordships for the munificent grant of 300*l.*,) the annual expenditure of your Committee exceeded their receipts by the sum of 50*l.*, and in order to pay off the heavy bank balances against them, which necessarily increased year by year, your Committee have at various times been obliged to sell out a large amount of their funded property; and that, if they are compelled for the future to resort to a

similar mode of paying off the excess of their expenditure over their receipts, which in future years will amount to at least 30*l.* per annum, in the course of a few years they will have no funded property whatever left.

That your Committee have 616*l.* 3*s.* 4*d.*, 3¼ per Cents. now standing in the names of three trustees for their use and benefit. On the balance being struck on the 1st of January in the present year, at their bankers, it amounted to 41*l.* 6*s.* 4*d.* against the school account, and in addition to which there were outstanding liabilities to the extent of 15*l.*

If your Lordships have it in your power to render us any permanent assistance to meet our annual expenditure without trenching for the future upon our now small and very reduced funded property, your Committee would be most truly thankful, otherwise they see no resource left open to them but to resort to their former mode of liquidating these bank balances—that of continuing to sell out their funded property so long as it lasts, and when none remains, then as a dire necessity to close one of their two schools.

Every means has been exerted to increase the annual subscriptions, as will be testified by the accompanying printed appeal, which was extensively circulated, but all in vain.

At the present time, the branch school at St. Martin's much needs the yard being laid down with Broseley bricks, but as it is estimated that the cost would be 15*l.*, your Committee were at once obliged to abandon doing the same although extremely necessary.

I remain, &c.,

(Signed) HYLA HOLDEN, *Solicitor.*
Joint Hon. Sec. with
JAMES HENRY WILDING, *Clerk.*

The Lords of the Committee of Council
on Education.

Worcester Boys' National Schools.

AT a meeting of the Committee, held on the 18th of November 1844, the Lord Bishop of the Diocese in the Chair:—

It was Resolved,—

"1st.—That the appeal to the public now read be printed and extensively circulated in the City of Worcester.

"2nd.—That if, in consequence of such appeal, a sufficient annual sum can be raised, *a Girls' School* be forthwith established in the upper room at the Diglis National School."

The Committee of this Institution, while deeply regretting the necessity of such an appeal as they are compelled to make, are firmly convinced that a want of information as to its peculiar claims upon benevolent support, has alone prevented its receiving that patronage to which it is so justly entitled. They have, therefore, determined to lay before the public a plain statement of the *present circumstances* and *future prospects* of an Institution, of the *utility* of which there can be but one opinion; which has conferred so much *local benefit* upon the rising generation; earnestly but respectfully inviting more extended co-operation from the wealthy and humane, anxious that the stigma should no longer attach to the faithful city, that her National Schools should be in debt.

For many years past the income has fallen very considerably short of the necessary expenditure; while the erection of the New School-rooms in Diglis (rendered imperative by circumstances, and for which it will be seen most liberal assistance was afforded by the Societies) has added considerably to a yearly accumulating debt to the bank—now amounting to at least 358*l.* In consequence of want of funds, one of the spacious rooms, designed to accommodate 250 children, is unavoidably closed—except on Sundays, when it is occupied by the St. Peter's Girls' Sunday School —although a numerous population, in the immediate neighbourhood, would, at once, supply the required number of children, who are now "perishing for lack of knowledge."

The following statement is submitted; and it is earnestly hoped that this *local appeal* in behalf of "the little ones of the household of faith" residing within the walls of the city, will meet with a liberal response.

Donations and Subscriptions will be thankfully received at either of the Banks, or by the Secretaries, Rev. J. H. Wilding and Mr. Hyla Holden.

The Committee beg respectfully to urge upon those who feel themselves *unable* to contribute more than Five Shillings annually, that such contributions would be of great service, for it is to annual subscriptions that the Schools must look for permanent support.

Estimate of Expenditure and Receipts for the Year ending 31st December, 1844.

RECEIPTS.

		£.	s.	d.
Supscriptions, including 21*l.* from the Dean and Chapter		108	0	0
Dividends on Stock		27	10	0
Children's pence—				
*Diglis School, the whole	£26 10 0			
†St. Martin's, a proportion	28 10 0			
		55	0	0
		190	10	0
Balance deficient		191	0	0
		£381	10	0

PAYMENTS.

Diglis School.

Salary to master, who does not receive any portion of the children's pence	£75	0	0			
Teachers	4	3	0			
Rent for one year and a quarter	32	0	0			
Books	6	0	0			
Coals	3	0	0			
Incidentals	6	17	0			
				£127	0	0

St. Martin's School.

Salary to master of Upper School, who receives in addition a portion of his children's pence	£70	0	0			
Ditto to master of Lower School, who also receives the whole of his children's pence	20	0	0			
Teachers	6	17	0			
Alteration in offices	36	0	0			
Books	10	0	0			
Coals	4	3	0			
Incidentals	12	0	0			
				£159	0	0
				286	0	0
Balance and Interest due to Messrs. Berwick & Co., on 1st January, 1844				95	10	0
				£381	10	0

* Number of boys in Diglis School, 130.

† In St. Martin's Upper School, 120; Lower School, 130.

Estimate of Future Expenditure for both Schools.

	£.	s.	d.
Subscriptions	105	0	0
Dividends on Stock	27	10	0
Moiety of average produce of Sermons	30	0	0
Children's pence	50	0	0
	212	10	0
Average yearly deficit, *irrespective of the proposed Diglis Girls' School*	29	10	0
	£242	0	0

	£.	s.	d.
Salaries to masters and teachers	177	0	0
Expenses	50	0	0
Repairs, average	15	0	0
	£242	0	0

Account of the Diglis School Building Fund.

Cr.	£.	s.	d.
Donations	264	0	0
Sale of Stock	306	0	0
Grant from Privy Council	300	0	0
Ditto from National Society	150	0	0
Ditto from Diocesan Board	80	0	0
	1100	0	0
Balance deficient	167	0	0
	£1267	0	0

Dr.	£.	s.	d.
Purchase of land and expenses	362	0	0
Contracts for erection of Building and boundary walls	800	0	0
Fittings up	32	0	0
Extra expenses in finishing	30	0	0
Architect's Commission	43	0	0
	£1267	0	0

MINUTES

OF THE

COMMITTEE OF COUNCIL ON EDUCATION.

1845.

Report, by the Rev. John Allen, on Schools inspected in the Counties of Berkshire, Buckinghamshire, Hampshire, Hertfordshire, Kent, Surrey, Sussex, and Wiltshire.

MY LORDS, King's College, London, 24th February, 1846.

I HAVE the honour to lay before your Lordships a report of schools inspected by me during the past year in the eight counties which form my district; namely, Berkshire, Buckinghamshire, Hampshire, Hertfordshire, Kent, Surrey, Sussex, and Wiltshire.

In these counties there are the following Church schools, aided by grants from your Lordships: the dates of the receipt of the application for aid in each case will facilitate reference to the infomation given in previous volumes under the head of statistics of application for aid.

	Post Town.	Date of Application for Aid.
BERKS.		
Arborfield	Wokingham	29 July, 1840
Burghfield	Reading	14 July, 1842
Beenham	Newbury	14 Aug. 1840
Brightwell	Wallingford	. .
Hermitage	East Ilsley	12 Aug. 1840
Hurst and Ruscombe	Reading	17 Mar. 1843
Maidenhead	Maidenhead	. .
Steventon	Abingdon	. .
Stanford in the Vale	Great Faringdon	24 Dec. 1844
Sunningdale	Windsor	16 Mar. 1842
BUCKS.		
Brickhill, Little	Fenny Stratford	4 Nov. 1840
Crawley, North	Newport Pagnell	12 Sept. 1843
Drayton Beauchamp	Tring	27 Oct. 1843
Fulmer	Gerrards Cross	4 Sept. ,,
Princes Risborough	Princes Risborough	19 Aug. 1840
Stoke Pogis	Slough	6 April, 1842
Stoke Hamond	Fenny Stratford	7 Feb. 1843
Stoke Mandeville	Wendover	. .
Thornborough	Buckingham	12 Aug. 1840
Upton cum Chalvey	Slough	13 Aug. ,,
Whaddon	Stony Stratford	2 Feb. 1841

	Post Town	Date of Application for Aid.
Hants.		
Alton	Alton	1 Aug. 1840
Alverstoke	Gosport	26 April, 1841
Bentley	Farnham	2 Feb. 1842
Burley	Ringwood	. .
Bishopstoke	Winchester	19 Aug. 1841
Boldre, East	Lymington	20 Aug. 1840
Baughurst	Basingtoke	7 July, 1842
Brading, (I. W.)	Brading	3 April, 1843
Compton	Winchester	. .
Colmere	Alresford	4 June, 1842
Carisbrooke	Newport, (I W.)	8 June, ,,
Chilbolton	Andover	12 June, 1843
Crookham in Crondall	Farnham	24 June, 1841
		13 July, 1842
Colden Common	Winchester	18 Mar. 1844
Eling, North	Southampton	11 Aug. 1842
Eling Rumbridge	,,	18 Feb. 1841
Gosport	Gosport	21 Nov. 1842
Hamble-le-Rice	Southampton	4 Aug 1840
Hook	Basingstoke	10 Feb. 1842
Hannington	Newbury	. .
Holdenhurst	Christchurch	. .
Kings Somborne	Stockbridge	17 Nov. 1841
Meonstoke	Bishops Waltham	8 Sept 1840
Milford	Lymington	8 June, 1841
Meon, East	Petersfield	3 Jan. 1844
Owslebury	Winchester	28 Oct. 1840
Portsmouth Victoria School	. .	. .
,, Broad-st. Infant School	. .	12 Oct. 1843
Southampton, St. Mary	. .	5 Sept. 1840
		17 May, 1843
Sway	Lymington	3 Aug. ,,
Selborne	Alton	5 Jan. 1841
Steep	Petersfield	30 Jan. 1843
Twyford	Winchester	12 July, ,,
Tichborne	New Alresford	19 Feb. 1842
Winchester, St. Peter Cheesehill	. .	14 Sept. 1840
Winchester, St. Maurice	. .	1 Dec. 1843
Herts		
Abbotts Langley	Abbotts Langley	17 June, 1844
Bennington	Stevenage	15 Jan. 1841
Burnham Green	Welwyn	. .
Box Moor	. .	18 Sept. 1841
Buntingford	. .	8 Mar. 1844
Chipperfield	Kings Langley	15 Feb. 1841
Furneux Pelham	Buntingford	27 Jan. ,,
Hoddesdon	Hoddesdon	5 Aug. 1842
Hormead, Great	Buntingford	. .
Leavesden	Watford	17 Aug. 1841
Marsworth	Tring	. .
Pirton	Hitchin	. .
Shenley	Barnet	15 Jan. 1842
Tring	Tring	28 Feb. ,,
Tylers Green	Penn	. .
Willian	Hitchin	. .
Watford	Watford	8 July, 1841
Ware	Ware	24 June, 1843

	Post Town.	Date of Application for Aid.
Kent.		
Ashford	Ashford	. .
Barming	Maidstone	. .
Brenchley	Lamberhurst	May, 1841
Buckland	Dover	17 Nov. 1840
Bexley	Dartford	. .
Chiddingstone	Seven Oakes	14 Aug. 1840
Cranbrook	Cranbrook	. .
,, Milkhouse-street	. .	14 Aug. 1840
Canterbury, St Paul	. .	. .
Deptford	. .	. .
Eltham	Eltham	4 Mar. 1840
Fawkham, Hartley, and Longfield	Dartford	. .
Frittenden	Cranbrook	15 Dec. 1841
Greenwich Infant School	. .	. .
Harrietsham	Maidstone	. .
Loose	,,	19 Jan. 1842
Meopham	Rochester	4 Aug. 1840
		4 May, 1841
Maidstone	. .	20 Nov. ,,
New Church	New Romney	. .
Stone	Lamberhurst	. .
Stone and Swanscombe	Dartford	9 Oct. 1840
Stockbury	Sittingbourn	16 April, 1841
Southborough	Tonbridge	22 Nov. 1843
Standforth	Hythe	. .
Tenterden	Tenterden	9 May, 1843
Woolwich	. .	10 Aug. 1840
Woodchurch	Tenterden	1 Nov. 1843
Wrotham	Wrotham	19 Feb. 1844
Surrey.		
Bermondsey, St. James	. .	5 Dec. 1840
Battersea	. .	. .
Beddington	Croydon	24 Nov. 1841
Compton	Guildford	10 Aug. 1840
Camberwell	Camberwell	12 Aug. ,,
,, Craufurd-street	,,	. .
Clapham, St. James	Clapham	31 Mar. 1841
Godalming	Godalming	1 April, ,,
Hersham	Walton	3 July, ,,
Holmwood	Dorking	15 April, 1844
Lambeth, South	Lambeth	. .
Mickleham	Leatherhead	. .
Newington	Newington	. .
Rotherhithe	Rotherhithe	25 Sept. 1840
,, Green-street	,,	. .
Richmond, St. John	. .	6 Aug. 1840
		2 Dec. 1842
Shere	Guildford	10 Jan. ,,
Virginia Water	. .	7 Mar. 1843
Wrecclesham	Farnham	18 Aug. 1840
Wonersh	Guildford	16 Sept. 1841
Sussex.		
Albourne	Hurst Pierrepoint	14 Nov. 1842
Alfriston	Seaford	. .
Burpham	Arundel	. .
Broadwater	Worthing	14 Aug. 1840
Brighton	. .	12 Dec. ,,

	Post Town.	Date of Application for Aid.
SUSSEX—*continued*		
Brede	Northiam	28 Jan. 1842
Chichester, St. Pancras		2 June, ,,
Catsfield	Battle	
Hoathley, West	East Grinstead	
Hastings, St. Mary		
Hove	Brighton	12 Aug. 1840
Hartfield	Tonbridge Wells	17 Dec. 1841
Hellingley	Hailsham	
Henfield	Steyning	
Lewes		30 July, 1840
Lurgashall	Petworth	
Merston	Chichester	
Newhaven	Lewes	27 May, 1843
Portslade	Brighton	
Peasmarsh	Rye	
Pyecombe	Brighton	
Racton and Stoughton	Chichester	30 Aug. 1840
Ripe	Hailsham	4 Feb. 1842
Slaugham	Cuckfield	8 Sept. 1840
Steyning	Steyning	11 ,, ,,
Sayers Common	Hurst Pierrepoint	18 Jan. 1842
Southwick	New Shoreham	
Withyham, St. John's	Tonbridge Wells	8 Aug. 1840
WILTS.		
Avebury	Marlborough	17 Mar. 1842
Biddeston	Chippenham	8 Oct. 1841
Bower Chalke	Wilton	14 Dec. 1843
Bradford	Bradford	12 Aug. 1843
Chiseldon	Swindon	1 Sept. 1840
Charlton	Shaftesbury	12 Aug. ,,
Cricklade	Cricklade	5 Dec. ,,
Compton Bassett	Calne	17 June, 1842
Cheverell, Great	Devizes	
Derry Hill	Calne	28 Nov. 1842
Everleigh	Pewsey	18 Jan. 1844
Fonthill Bishop	Hindon	4 Dec. 1840
Fisherton Anger	Salisbury	7 Jan. 1842
Lydiard Milicent	Wootton Bassett	7 April, 1841
Landford	Salisbury	4 Feb. 1842
Market Lavington		23 Mar. 1843
Melksham	Melksham	22 Sept. 1840
Mere	Mere	25 Aug. ,,
Marden	Devizes	2 Sept. 1843
Monckton	,,	
Norton Bavant	Warminster	2 May, 1843
Stratford Sub Castle	Salisbury	2 Sept. 1840
Stert	Devizes	12 Aug. ,,
Semley	Shaftesbury	,, ,,
Swallowcliffe	Salisbury	6 April, 1843
Swindon	Swindon	12 Jan. 1844
Tisbury	Hendon	9 Oct. 1840
Westwood	Bradford	3 Sept. ,,
Wraxall	,,	,, ,,
Wootton Bassett	Wootton Bassett	4 May, 1842
Warminster	Warminster	
Whiteparish	Salisbury	23 Feb. 1842

In these eight counties there are also the following schools, aided by a grant from Her Majesty's Treasury.

Counties.	Name of School.	Amount of Grant. £.	s.	Date of Grant.
Berks	Appleton	35	0	6 Dec. 1837
	Cholsea	62	0	20 Mar. 1839
	Harwell	50	0	20 Nov. ,,
	Hinton	30	0	4 Aug. 1838
	North Heath, in Chieveley	75	0	15 Jan. 1840
	Reading, St. Giles	150	0	20 Jan. 1838
	Sparsholt	40	0	30 ,, ,,
	Winkfield	70	0	21 Sept. 1839
Bucks	Bletchley	50	0	23 May, 1840
	Lavendon	49	0	27 Dec. 1838
	Leckhampstead	60	0	6 Mar. 1839
	Mursley	25	0	21 Nov. 1835
	North Marston	60	0	16 Sept. ,,
	Stoke Goldington	72	0	6 June, 1840
	Winslow	80	0	2 Oct. 1841
Hants	Alresford	80	0	27 July, 1836
	Brightstone	80	0	7 June, 1837
	Broughton	20	0	18 Nov. 1835
	Bursledon	48	0	30 Mar. 1836
	Calbourne	60	0	25 Jan. 1837
	Crondall	52	0	9 Jan. 1836
	East Cowes	75	0	28 Sept. ,,
	Emsworth	126	0	6 Feb. 1839
	Fordingbridge	115	0	24 June, 1837
	Fratton in Portsea	62	10	5 Nov. 1834
	Headley	42	0	12 Jan. 1839
	Kingston Cross, in Portsea	62	10	5 Nov. 1834
	Lyss	30	0	2 Jan. 1841
	Milton	50	0	21 ,, 1837
	Odiham	120	0	13 Oct. 1841
	Overton	77	0	5 Jan. 1839
	Petersfield	126	0	21 June, 1837
	Portsea	140	0	21 Oct. ,,
	Southampton, All Saints, Bedford-place	100	0	16 July, 1836
	Wallop (Lower)	46	0	1 May, 1839
	West End, in South Stoneham	72	0	9 Nov. 1839
	Woodhay (East)	50	0	22 Dec. 1837
	Yateley	50	0	10 June, 1835
Herts	Baldock	200	0	2 Aug. 1834
	Berkhampstead	100	0	18 Aug. 1838
	Hertford Heath	75	0	16 June, 1838
	Ickleford	50	0	14 Dec. 1839
	King's Langley	66	0	26 Dec. 1838
	Lymington	150	0	12 Nov. 1836
	Sandon	40	0	25 Jan. 1837
	St. Albans	50	0	27 July, 1836
	Stevenage	92	0	28 June 1834
	Watford	60	0	5 May, 1838
	Yardley	40	0	17 July, 1837
Kent	Bexley	160	0	19 Apr. 1837
	Broadstairs	145	0	20 July, ,,
	Deptford (St. Nicholas)	50	0	19 Dec. 1835

Counties.	Name of School.	Amount of Grant. £.	s.	Date of Grant.
Kent—*con.*	Eynsford	70	0	5 Apr. 1836
	East Farleigh	34	0	,, 1839
	Gravesend	490	0	24 Aug. 1836
	Greenwich (Burial Ground)	83	0	19 Apr. 1837
	Hoo	75	0	20 July, 1839
	Lamberhurst	43	0	30 Dec. 1835
		16 additional.	0	13 Aug. 1836
	Northfleet	115	0	26 Sept. 1838
	Paul's Cray	30	0	27 Feb. 1839
	Preston, by Wingham	25	0	22 July, 1837
	Rolvenden	100	0	6 Dec. ,,
	Sheerness	250	0	16 Dec. ,,
	Sydenham	35	0	29 Dec. 1838
	Walmer	106	0	15 Jan. 1837
Surrey	Albury	60	0	4 Aug. 1834
	Blackfriars (Green Walk)	228	0	4 Nov. 1837
	Chiddingfold	30	0	8 Apr. ,,
	Clapham	180	0	5 Jan. 1839
	Claygate	30	0	2 Mar. ,,
	Ham	90	0	16 Feb. ,,
	Horley Row	115	0	13 June, 1835
	Lambeth, (St. Mary)	200	0	16 Sept. 1837
	Leatherhead	80	0	28 Sept. 1839
	Merton	53	0	16 Feb. ,,
	Mitcham (Lower)	120	0	8 Dec. 1838
	Molesey (West)	25	0	2 Feb. 1839
	Rotherhithe	88	0	1 Nov. 1837
	Southwark, St. George the Martyr	225	0	22 June, 1839
	Wandsworth	50	0	13 Apr. 1836
	Wimbledon	50	0	2 Jan. ,,
Sussex	Barcombe	48	0	12 Feb. 1842
	Bolney	35	0	26 Jan. 1839
	Bosham	90	0	14 Jan. 1835
	Brighton, Kent's Court	75	0	15 Nov. 1837
	Clayton (St. John's Common.)	50	0	19 Jan. 1839
	Ditchling	75	0	29 Dec. 1838
	Eastergate	50	0	7 July, ,,
	Elstead	34	0	19 Dec. ,,
	Hadlow Down	75	0	24 Feb. ,,
	Hastings	220	0	21 May, 1836
	Isfield	50	0	15 Feb. 1840
	Plumpton	23	0	7 Nov. 1838
	Salehurst	75	0	13 Mar. 1841
	Sompting	64	0	17 Apr. 1839
	St. Leonard's-on-Sea	60	0	15 June, 1836
	Storrington	20	0	9 Nov. ,,
	Wadhurst	100	0	17 June, 1837
	Warbleton, Bodle-street	50	0	24 Feb. ,,
	Westbourne	90	0	10 June, ,,
	Worthing	100	0	7 Mar. 1835
Wilts	Bradford	190	0	26 Oct. 1836
	Brixton Deverill	40	0	17 Dec. ,,
	Chippenham	170	0	14 Oct. 1837
	Donhead St. Mary	29	0	5 Apr. ,,
	East Knoyle	31	0	19 Jan. 1839

Counties.	Name of School.	Amount of Grant. £. s	Date of Grant.
Wilts—*cont.*	Heytesbury	150 0	1 Dec. 1838
	Highworth	100 0	3 June, 1837
	Holt, in Bradford	40 0	16 Nov. 1835
	Imber	34 0	17 May, 1837
	Kingswood	75 0	23 Dec. 1835
	Patney	25 0	27 June, ,,
	Pewsey	75 0	30 Sept. 1840
	Roadhill, in North Bradley	60 0	21 Nov. 1834
	Sarum St. Edmunds	40 0	14 Mar. ,,
	Southbroom	50 0	19 July, 1834
	Stratton, St. Margaret	35 0	11 Mar. 1837
	Swindon	85 0	20 May, ,,
	Trowbridge	105 0	2 Dec. ,,
	Upton Scudamore	30 0	18 Dec. 1839
	Warminster	460 0	30 Sept. 1835
	Wiley	45 0	13 Feb. 1836

In these eight counties there are also the following schools, from which the managers have sent applications to your Lordships for periodical inspection.

Name of School.	Post Town.	Date of Application.	Name of Correspondent.
Berks.			
Chieveley	Newbury	Through the National Society.	
Harwell	Abingdon	Through the National Society.	
Winkfield	Bracknell	Through the National Society.	
Bucks.			
Beachampton	Buckingham	13 Jan. 1846	Rev. R. N. Russell.
Claydon, Claydon Steeple, Claydon, Middle, Claydon, East	Winslow	15 Mar. 1845	Sir H. Verney, Bart.
Iver	Uxbridge	23 Jan. 1846	Rev. W. J. Ward.
Marlow, Great	,,	8 Jan. 1846	Rev. T. T. Coxwell.
Hants.			
Abbotts Ann	Andover	24 Jan. 1844	Hon. and Rev. S. Best.
Appleshaw	Andover	29 Jan. 1844	Rev. T. Child.
Aldershot	Farnham	1 Feb. 1844	Rev. H. Carey.
Andover	,,	2 Feb. 1844	Rev. C. H. Ridding.
Ashe	Whitchurch	16 Feb. 1844	Rev. J. Connell.
Arreton, Isle of Wight	,,	20 Feb. 1844	G. H. Ward, Esq.
Alresford, Old	Alresford	25 Nov. 1845	Miss Onslow.
Bighton	Alresford	25 Jan. 1844	Rev. G. Deane.
Blendworth	Petersfield	1 Feb. 1843	Rev. E. L. Ward.
Bishops Waltham	,,	2 Feb. 1844	Rev. W. Brock.
Buriton	Petersfield	5 Feb. 1844	Rev. C. G. Boyles.
Brighstone	Isle of Wight	6 Feb. 1844	Rev. E. McAll.
Bourne, St. Mary	Whitchurch	8 Feb. 1844	Rev. S. E. Lockhart.

Name of School.	Post Town.	Date of Application.	Name of Correspondent.
Burghclere . .	Newbury . .	9 Feb. 1844	Rev. W. B. Barter.
Bransgore Ch. Ch.	Ringwood . .	29 Feb. 1844	T. Jesson, Esq.
Broughton . .	Stockbridge. .	Through the National Society.	
Bishop Sutton and Ropley . . .	Alresford . .	24 May, 1845	S. Maddock, Esq.
Chawton . . .	Alton . . .	26 Jan. 1844	Rev. C. B. Knight.
Cowes, West . .	Isle of Wight .	25 Jan. 1844	G. H. Ward, Esq.
Carisbrooke . .	Isle of Wight .	,, ,,	Rev. J. Maude, junior.
Crawley . . .	Winchester . .	27 Jan. 1844	Rev. P. Jacob.
Calbourne . .	Newport, Isle of Wight . .	,, ,,	Rev. T. Woodrooffe.
Chalton . . .	Horndean . .	29 Jan. 1844	Rev. W. Manley.
Clanfield . . .	Petersfield . .	,, ,,	Rev. W. Manley.
Crofton . . .	Fareham . .	30 Jan. 1844	Rev. D. Haynes.
Chale	Newport, Isle of Wight . .	3 Feb. 1844	Rev. A. W. Gother.
Crondall . . .	Farnham . .	5 Feb. 1844	Rev. E. Y. White.
Catherington . .	Petersfield . .	9 Feb. 1844	Rev. E. L. Ward.
Cowes, East . .	Cowes . . .	Through the National Society.	
Dibden . . .	Southampton .	7 Feb. 1844	Rev. J. Gray.
Droxford . . .	Bishops Waltham . . .	9 Feb. 1844	Rev. J. A. G. Colpoys.
Durley . . .	,, ,,	25 Jan. 1844	Rev. J. Haygarth.
Exbury . . .	Lymington . .	30 Jan. 1844	Rev. W. Gibson.
Elvetham . . .	Hartford Bridge	12 Feb. 1844	Lord Calthorpe.
Emsworth . .	Emsworth . .	Through the National Society.	
Fawley . . .	Southampton .	30 Jan. 1844	Rev. W. Gibson.
Forton, St. John .	Gosport . . .	,, ,,	Rev. H. A. Veck.
Fareham . . .	. . .	9 Feb. 1844	Rev. W. Harrison.
Freshwater . .	Yarmouth, Isle of Wight .	24 Feb. 1844	Rev. J. F. Isaacson.
Fordingbridge .	. . .	26 Feb. 1844	Rev. C. Hatch.
Fratton . . .	Portsea . . .	7 Feb. 1846	Rev. J. V. Stewart.
Godshill, Isle of Wight . . .	Newport, Isle of of Wight .	27 Jan. 1844	Rev. W. L. Girardot.
Gosport . . .	. . .	1 Feb. 1844	R. B. Yates, Esq.
Headley . . .	Liphook . .	25 Jan. 1844	Rev. A. L. Lambert.
Havant . . .	. . .	26 Jan. 1844	Rev. G. R. Mountain.
Hursley . . .	Winchelsea .	30 Jan. 1844	Rev. J. Keble.
Hartley Wintney	Hartford Bridge	,, ,,	A. H. Bradshaw, Esq.
Houghton . .	Stockbridge .	2 Feb. 1844	Rev. J. B. Burnet.
Hambledon . .	Horndean . .	5 Feb. 1844	Rev. T. Patteson.
Headley, Girls' .	Liphook . .	6 Aug. 1844	Rev. A. Lambert.
Hawkley . . .	Petersfield . .	21 May, 1845	Rev. T. Snow.
Highclere . . .	Newbury . .	2 June, 1845	Rev. R. John D. Caunter.
Itchen Stoke . .	Alresford . .	28 May, 1845	Rev. R. C. Trench.
Kingston Cross .	Portsea . . .	7 Jan. 1846	Rev. J. V. Stewart.
Longparish . .	Whitchurch .	26 Jan. 1844	Rev. H. B. Greene.
Lyndhurst . .	. . .	28 Jan. 1844	Rev. J. Compton.
Lymington . .	. . .	5 Feb. 1844	C. S. Barber, Esq.
Liss	Petersfield . .	6 Mar. 1844	Miss Jane Hector.
Longstock . .	Stockbridge .	24 May, 1845	Rev. W. Blunt.
Minestead . . .	Lyndhurst . .	28 Jan. 1844	Rev. J. Compton.
Milford . . .	Lymington . .	12 Jan. 1844	Rev. T. Robinson.
Milton . . .	Lymington . .	Through the National Society.	
Meon, West . .	Petersfield . .	22 May, 1845	Rev. W. M. K. Bradford.
Newport . . .	Isle of Wight .	25 Jan, 1844	Rev. J. Maude, junior.

Name of School.	Post Town.	Date of Application.	Name of Correspondent.
Newtown . . .	Newbury . .	9 Feb. 1844	Rev. W. B. Barter.
Nether Wallop .	Stockbridge .	6 Mar. 1844	Rev. W. Blunt.
Newton Valence .	Alton . . .	21 May, 1845	Rev. T. Snow.
Otterbourne . .	Winchester . .	5 Feb. 1844	Rev. W. B. Wither.
Overton . . .	Whitchurch .	Through the National Society.	
Odiham . . .	. . .	31 May, 1845	Rev. W. Harriott.
Portsmouth .	. . .	27 Jan. 1844	C. W. Binsteed, Esq.
Petersfield . .	. . .	5 Feb. 1844	Rev. C. G. Boyles.
Preston Candover	Basingstoke .	1 Mar. 1844	Rev. T. Westcombe.
Privett . . .	W. Meon . .	22 May, 1845	Rev. W. M. K. Bradford.
Portsea . . .	. . .	16 Dec. 1845	Rev. N. B. Dennys.
Romsey . . .	. . .	2 Dec. 1844	Rev. G. T. Noel.
Red Hill . . .	Havant . . .	4 June, 1845	Rev. G. R. Mountain.
Stratton, East .	New Alresford .	26 Jan. 1844	Sir T. Baring, Bart.
Silchester . . .	Reading . .	,, ,,	Rev. H. W. Sheppard.
Shirley . . .	Southampton .	30 Jan. 1844	Rev. W. Orger.
Sarisbury . . .	Fareham . .	21 Feb. 1844	Rev. G. Morris.
Southampton . .	St. Mary . .	4 Mar. 1844	Rev. C. S. Fanshawe.
Southampton . .	Holy Rood . .	17 Nov. 1845	Rev. W. Wilson.
Swanmore . . .	Parish of Droxford . . .	1 Dec. 1845	Rev. H. Hotham.
Tisted, East . .	Alton . . .	25 Jan. 1844	Rev. J. C. Wigram.
Titchfield . . .	. . .	30 Jan. 1844	Rev. W. M. Cosser.
Twyneham, Ch. Ch.	Christchurch .	3 Feb. 1844	Rev. W. F. Burrows.
Upham . . .	Bishops Waltham . . .	25 Jan. 1844	Rev. J. Haygarth.
Whitchurch . .	. . .	26 Jan. 1844	Rev. W. M. Dudley.
Wootton, St. Laurence . . .	Basingstoke .	,, ,,	Rev. S. B. Wither.
Warblington . .	Emsworth . .	1 Feb. 1844	Rev. W. Norris
Waltham, North	Basingstoke .	5 Feb. 1844	Rev. J. M. Sumner.
West End . . .	Southampton .	12 Feb. 1844	Rev. J. W. Hatherell, D D.
Winchester, Central School . .	. . .	5 Mar. 1844	R. Littlehales, Esq.
Winchester, St. Thomas. . .	. . .	29 May, 1845	Rev. G. J. Cubitt.
Woodhay, East .	Newbury . .	Through the National Society.	
Yately	Hartford . .	Through the National Society.	
Hertford.			
Ayott, St. Peter .	Welwyn . .	4 May, 1844	Rev. E. Prodgers.
Baldock . . .	. . .	Through the National Society.	
Bishops Hatfield .	Hatfield . . .	1 May, 1844	Rev. F. J. Faithfull.
Bayford . . .	Hertford . .	3 May, 1844	W. R. Baker, Esq.
Brunfield . . .	Hertford . .	4 May, 1844	A. Smith, Esq., M.P.
Bengeo . . .	Hertford . .	,, ,,	A. Smith, Esq.,M.P.
Bovingdon . .	Hemel Hempsted . . .	17 May, 1844	Rev. A. Brooking.
Baldock . . .	. . .	31 May, 1844	Rev. J. Smith.
Datchworth . .	Welwyn . .	17 May, 1844	Rev. E. J. Bunting.
Digswell . . .	Welwyn . .	15 May, 1844	Rev. G. E. Prescott
Essendon . . .	Hatfield . .	13 May, 1844	Rev. R. H. Webb.
Hemel Hempsted, Girls' . . .	. . .	3 Apr. 1844	Rev. J. H. B. Mountain.
Hemel Hempsted, Boys' . . .	. . .	8 Apr. 1844	

Name of School.	Post Town.	Date of Application.	Name of Correspondent.
Hertford, All Saints' / Hertford, St. John's	. . .	1 May, 1844	Rev. E. B. Lowe.
Hertingfordbury .	Hertford . .	7 May, 1844	Earl Cowper.
Ickleford . . .	Hitchin . .	Through the National Society.	
Mimms, North .	Hatfield . .	24 Apr. 1844	Rev. T. H. Sotheby.
Royston . . .	. . .	11 Jan. 1845	Rev. J. B. Skipper.
Stevenage . . .	. . .	12 Apr. 1844	Rev. G. B. Blomfield.
Sandon . . .	Buntingford .	23 Apr. 1844	Rev. D. Tucker.
Stapleford . .	Hertford . .	1 May, 1844	A. Smith, Esq., M.P.
Sacombe . . .	Ware . . .	4 May, 1844	A. Smith, Esq., M.P.
Tewin	Hertford . .	5 May, 1844	Rev. H. J. Daubeny.
Wallington . .	Baldock . .	11 Apr. 1844	Rev. G. R. Tuck.
Weston . . .	Stevenage . .	17 Apr. 1844	Rev. B. Donne.
Westmill . . .	Buntingford .	22 Apr. 1844	Rev. T. Dury.
Watton . . .	Hertford . .	4 May, 1844	A. Smith, Esq., M.P.
Welwyn . . .	. . .	13 May, 1844	Rev. R. Clutton.
Welwyn, Girls' School . . . / Welwyn, Woolmer Green (Infants')	. . . / . . .	11 May, 1845	Rev. T. J. Knight.
Kent.			
Ash	Ridley . . .	24 June, 1845	Rev. R. Salwey.
Bethersden . .	Ashford . . .	Through the National Society.	
Cranbrook Infant School . . .	. . .	30 May, 1845	Hon. Captain King.
Eltham . . .	Eltham . . .	24 June, 1844	Rev. E. Thrupp.
Gravesend . .	. . .	Through the National Society.	
Greenwich . .	. . .	Through the National Society.	
Sydenham . .	Lewisham . .	Through the National Society.	
Southfleet . . .	Gravesend . .	1 July, 1845	Rev. G. Murray.
Surrey.			
Addington. . .	Croydon . .	1 Jan. 1844	Rev. M. T. Farrer.
Addlestone . .	Chertsey . .	6 Feb. 1844	Rev. W. H. Ibotson.
Albury . . .	Guildford . .	Through the National Society.	
Cookham, Little .	Leatherhead .	2 Feb. 1844	Rev. R. Downes.
Banstead . . .	Epsom . . .	6 Feb. ,,	Rev. W. L. Buckle.
Brixton Road (Infants') . . .	Kennington .	15 Feb. ,,	Rev. C. Lane.
Burgh Heath . .	Epsom . . .	27 Dec. ,,	Rev. W. L. Buckle.
Chobham . . .	Bagshot . .	27 Jan. ,,	Rev. J. Jerram.
Clandon, West .	Guildford . .	29 Jan. ,,	Rev. C. R. Tate.
Camberwell, St. George . . .	. . .	30 Jan. ,,	Rev. S. Smith.
Christchurch .	Southwark . .	5 Feb. ,,	Rev. J. H. Mapleton.
Cobham . . .	. . .	8 Feb. ,,	Rev. W. James.
Caterham . . . / Chaldon . . .	Godstone . . / Gatton . . .	19 Feb. ,,	Rev. J. Legrew.
Clapham . . .	. . .	11 Mar. 1845	Rev. Dr. Dealtry.
Chessington . .	Ewell . . .	6 Mar. ,,	Rev. G. Trevelyan.
Chertsey . . .	. . .	1 Oct. ,,	R. K. Escott, Esq.
Dorking . . .	. . .	29 Jan. 1844	Rev. J. Joyce.
Ditton, Long . .	Ditton . . .	,, ,,	Rev. J. T. Giffard.
Ewell	. . .	25 Jan. ,,	Rev. Sir. G. L. Glyn, Bart.
Englefield Green .	Egham . . .	30 Jan. ,,	R. Porin, Esq.

Name of School.	Post Town.	Date of Application.	Name of Correspondent
Ewell	. . .	,, ,,	Thomas Alcock, Esq.
Ewhurst . . .	Dorking. . .	2 Feb. ,,	Rev. C. A. Steuart.
Effingham . .	Leatherhead .	1 Mar. ,,	Rev. H. Malthus.
Epsom . . .	. . .	26 Sept. 1845	E. R. Northey, Esq.
Fetcham, Great .	Leatherhead .	2 Feb. 1844	Rev. R. Downes.
Farnham Common	. . .	5 Feb. ,,	Bishop of Winchester.
Farnham . . .	. . .	7 Feb. ,,	Rev. R. Sankey.
Godstone . . .	East Grinstead .	26 Jan. ,,	Archdeacon Hoare.
Guildford, Holy Trinity . . .	. . .	29 Jan. ,,	Rev. H. Ayling.
Haslemere . .	. . .	30 Jan. ,,	Rev. H. Warren.
Ham	Kingston . .	Through the National Society.	
Hambledon . .	Godalming . .	24 May, 1845	Rev. E. Bullock.
Horley . . .	Reigate . . .	. . .	Rev. W. H. Hughes.
Kennington, Infants' (Regency Place)	. . .	21 Feb. 1844	Rev. C. Lane.
Leatherhead . .	. . .	29 Jan. ,,	Rev. B. Chapman.
Limpsfield . .	Godstone . .	,, ,,	Rev. T. Walpole.
Loseley . . .	Guildford . .	4 Mar. ,,	J. M. Molyneux. Esq.
Malden . . .	Ewell . . .	6 Mar. 1845	Rev. G. Trevelyan.
Morden . . .	Morden . . .	31 Jan. ,,	Rev. R. Tritton.
Molesey, West. .	Kingston . .	2 Feb. ,,	Rev. W. Gifford.
Norbiton . . .	Kingston . .	3 Feb. ,,	Rev. J. W. S. Powell.
Norwood . . .	. . .	11 Mar. ,,	Rev. C. Turner.
Oxted	Godstone . .	26 Jan. ,,	Archdeacon Hoare.
Ockley . . .	Dorking . .	30 Jan. ,,	Rev. J. Cook.
Oxted	Godstone . .	31 Jan. ,,	Rev. W. M. Pyne.
Ockham . . .	Ripley . . .	26 April, 1845	Rev. W. Thomson.
Pirbright . . .	Guildford . .	10 Feb. 1844	H. Halsey, Esq.
Peckham . . .	London . . .	14 Mar. ,,	Rev. E. Lilley.
Puttenham . .	. . .	21 May, 1845	Rev. T. W. Richards.
Richmond, St. John	. . .	27 Jan. 1844	Rev. T. D. Hales.
Richmond . .	. . .	2 Feb. ,,	Rev. E. Hoare.
Rotherhithe United Society's . .	. . .	18 Sept. 1845	Rev. W. Hutchinson.
Rotherhithe National School . .	. . .	19 Sept. ,,	
Shirley . . .	Croydon . .	31 Jan. 1844	Rev. M. T. Farrer.
Streatham, Ch. Ch.	London . . .	28 May, 1845	Rev. W. Raven.
Surbiton . . .	Kingston-on-Thames . .	19 Jan. 1846	Rev. E. Phillips.
Thames Ditton .	Kingston-on-Thames . .	30 Jan. 1844	Rev. H. S. Pollard.
Tooting . . .	London . . .	9 Feb. ,,	Rev. J. B. Marsden.
Wandsworth . .	. . .	29 Jan. 1845	Rev. Johnson, Esq, Sec
Sussex.			
Angmering . .	Little Hampton.	28 Oct. 1845	G. Olliver, Esq.
Barcombe . . .	Lewes, through the National Society.		
Bolney . . .	Cuckfield, through the National Society.		
Hadlow Down .	Uckfield . .	27 Nov. 1844	Rev. W. Edwards.
Kemp Town . .	Brighton . .	2 Oct. 1845	Laurence Peel, Esq.
Plumpton . . .	Lewes, through the National Society.		
Sompting . . .	Worthing, through the National Society.		
Wadhurst . . .	Tonbridge Wells, through the National Society.		
Worthing, all the National Schools.			

Name of School.	Post Town.	Date of Application.	Name of Correspondent.
WILTS.			
Bradford . . .	. . .	Through the National Society.	
Buckhill . . .	Calne . . .	. . .	Rev. J. Guthrie.
Bramshaw . .	Lyndhurst . .	22 Nov. 1845	Rev. M. Cooper.
Chippenham . .	. . .	Through the National Society.	
Calne, Boys' . .	Chippenham .	30 Sept. 1845	Rev. J. Guthrie.
Calne, Free . .			
Calne, Girls' . .			
Donhead St. Mary	Shaftesbury, through the National Society.		
Erchfont . . .	Devizes . . .	21 Nov. 1845	Hon. Rev. W. H. Spencer
Putney . . .	Devizes, through the National Society.		
Purton. . . .	Swindon. . .	18 Feb. 1846	Rev. J. Prower.
Road Hill, in North Bradley . . .	Trowbridge, through the National Society.		
Stratton, St. Margaret . . .	Swindon, through the National Society.		
Trowbridge . .	. . .	Through the National Society.	

Independently of four school-rooms open only as Sunday-schools, and one school (aided by a Treasury grant) not entered by me on account of the clergyman's dislike of State inspection, the whole number of schools visited in my district during the past year was 340; of these, 112 were schools in which boys and girls were taught apart under a master and a mistress; 57 were schools under a master (attended in a majority of instances by both sexes, a sewing mistress being at work with the girls half the day); 119 were schools under a mistress, attended mostly by both sexes; and 52 were infant schools under a mistress, and fitted with a gallery. Of these last half the number were attached to buildings in which older children were also under instruction. Several schools in Hampshire and Surrey were not visited by me through want of time; these I propose taking early in the present year.

My district is conveniently intersected by railroads, and (except in a few cases when occupied in the remoter parts) I have, with your Lordships' sanction, returned to London at the close of each week. My locomotive expenses during the past year have amounted to 253*l.* 15*s.* 6*d.*, from which sum (deducting 49*l.* 17*s.*, the expense of a seven weeks' tour of inspection of schools in South Wales, of which I have to lay before your Lordships a separate Report, and taking the number of localities visited as 319) the cost of locomotion would be found on an average to amount to somewhat less than 12*s.* 9*d.* for each visit. If my salary be taken into account, and the number of schools be taken as before at 340, the whole cost of inspection in my district would be for the last year at the rate of somewhat less than 2*l.* 6*s.* 4*d.* for each school, which calculation leaves the visits to the schools in South Wales simply at the cost of locomotion. The smallness of many of my schools reduces much the cost of inspection in my district.

The proportions in which the different classes of schools inspected are found distributed in the several counties may be seen by the following table:—

—	Berkshire.	Buckinghamshire.	Hampshire.	Hertfordshire.	Kent.	Surrey.	Sussex.	Wiltshire.
Schools in which boys and girls are taught apart under a master and a mistress . . .	5	4	17	13	24	13	19	17
Schools under a master. . .	4	9	11	7	6	4	7	9
Schools under a mistress . .	10	6	33	26	2	6	14	22
Infant schools, fitted with a gallery, under a mistress . .	0	4	10	12	7	10	6	3
Total	19	23	71	58	39	33	46	51

The general facts observed in reference to these schools are noted in a table, which exhibits the names of the schools according to the four classes mentioned above, and arranged in counties in alphabetical order; to each name is added the date of the visit, a matter of importance in agricultural districts, as in the summer and autumn, when work out of doors is plentiful, few of the older children will be found in school. It would be more satisfactory if all the agricultural parishes could be visited between Christmas and Easter, when the children commonly attend most regularly, and profit most in consequence by their teacher's pains; but as the work of inspection goes on through the greater part of the year, many schools must necessarily be taken at an unfavourable season. Wiltshire, which in 1844 was visited about Easter, the most favourable period (as the children have then received all their winter teaching), was in 1845 visited during October and the latter part of September, the least favourable season, the stores of instruction received having been dissipated by six weeks' employment in the fields, and the older children not being as yet reassembled from the potato harvest. The figures in the columns show in succession the number of children found in attendance, the number able to read words of four letters at sight, the number of children able to read an easy verse out of the New Testament without a blunder, the number of children said to be writing on slates (in some cases beginning only to make strokes), the number of children writing in copy-books, the number of children who are able to show that they have begun arithmetic, the number of children who, having gone through the four simple rules, are working the compound rules, the number of children advanced as far as the Rule of Three, the weekly payments of the children, the ages of those found in attendance older than 10, the amount of the annual expenditure and income arranged under the heads of inquiry furnished by your Lordships. Some remarks on the general condition of each school are added.

SCHOOLS in which BOYS and GIRLS are Taught,

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Date of Inspection.	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules.		Working Sums in Proportion, and the higher Rules	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Berks.																	
Chieveley . .	Mar. 18	42	30	6	5	18	15	23	13	14	8	18	10	2	0	0	1*d.*, 0
Hurst . . .	May 9	67	75	15	11	32	35	32	21	35	21	28	30	6	12	1	7*d.*, 4*d.*, 2*d.*, 0
Reading, St. Giles	May 12	School dismissed for the Whitsuntide holydays.															
Sunninghill .	June 16	48	29	13	13	26	6	17	15	17	4	25	6	2	0	7	0
Winkfield . .	May 30	42	23	6	6	20	9	15	6	14	9	0	1	10	2	1	. .
Bucks.																	
Claydon (Park-school)	April 15	56	30	0	1	40	22	15	..	41	12	26	..	16	..	6	2*d.*, 1*d.*
Prince's Risborough.	Mar. 12	52	16	13	2	17	7	28	6	24	10	22	11	6	0	2	1*d.*
Stoke Pogis. .	Mar. 13	58	43	12	3	27	29	30	16	28	27	30	43	14	0	14	1*d.*
Upton . . .	,,	46	33	0	12	21	6	26	24	20	9	17	15	16	0	0	2*d.* and 1*d.*
Hants.																	
Alresford . .	Dec. 5	36	40	9	21	11	4	18	31	18	9	14	10	3	0	0	1*d.*, ½*d.*, ¼*d.*, 0
Alton . . .	Nov. 18	99	62	..	18	..	14	..	..	..	22	..	..	..	..	..	. .
Alverstoke . .	Nov. 6	59	74	18	33	23	18	16	52	43	22	28	..	6	9	9	1*d.*
Bentley . . .	July 28	62	42	23	18	25	18	41	32	21	10	13	20	10	0	1	1*d.*
Droxford . .	Nov. 27	31	29	8	7	13	5	8	7	18	10	17	4	4	3	5	4*d.*, 3*d.*, 2*d.*, 1*d.*
Fareham . .	Nov. 4	80	107	25	27	29	26	53	0	17	19	47	13	2	6	1	1*d.* and 0
Fordingbridge .	Nov. 13	77	46	22	12	24	16	37	25	40	20	25	21	10	3	0	1½*d.* and 0
Forton, St. John	Nov. 7	93	108	..	..	30	16	..	..	..	14	..	0	..	0	..	1*d.*, 0

Apart, under a MASTER and a MISTRESS.

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen.		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
7	4	4	7	2	2	0	0	0	1	£50 + house.		0	..	3 9 0	0 13 6
14	9	10	13	1	5	0	5	1	0	50 0 0	30 0 0	0	0	3 9 0	1 3 3
6	1	3	3	2	2	0	0	1	..	£80		0	0	10 0 0	7 0 0
4	3	4	0	2	1	2	0	0	0	£65		..	..	..	..
10	5	6	5	5	1	3	2	4	3	60 0 0	..	..	..	..	11 8 5
4	4	5	2	2	1	2	2	0	0	40 0 0	15 0 0	..	..	3 2 7	0 9 4
14	4	2	4	10	4	5	4	0	0	£60 + garden & house.	45 0 0	..	..	0	0
6	3	3	3	3	0	0	0	0	0	30 0 0	30 0 0	0	2*d.* a-week.	..	..
3	4	5	2	0	3	1	1	0	1	40 0 0	10 0 0	..	..	7 12 11	..
..	..	..	..	..	..	..	..	..	..	60 0 0	30 0 0	..	£2 and 10*s.*	..	..
4	10	8	2	5	1	4	2	0	1	72 0 0	25 + board & lodging.	0	2 10 0	0 13 6	2 5 4
7	3	7	3	3	1	0	0	1	0	£60		0	0	17 15 7	0 19 0
3	2	2	2	3	2	3	0	0	0	£50 + pence.		..	..	..	..
13	10	10	10	5	7	2	0	1	2	50 0 0	38 10 0	..	..	10 3 0	..
5	7	1	2	4	1	7	4	2	1	50 0 0	20 0 0	1 6 0	..	..	10 0 0
..	..	..	..	..	..	..	..	..	..	£20 + £4 + pence.	£20 + pence.	0	0	0 6 0	..

(*Continued on pages* 18, 19.)

Schools in which Boys and Girls are Taught,

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Books and Stationery.	Fuel.	Other Expenses.	Annual Subscriptions and Donations.	Annual Collections	Endowments.	Children's Pence.	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Berks.								
Chieveley . .	1 10 6	0 11 6	..	O	O	39 11 8	9 0 0	O
Hurst . . .	4 4 11	3 6 0	20 13 9	40 0 0	O	7 18 6	60 0 0	O
Reading, St. Giles.	..	..	..	..	..	..	..	..
Sunninghill .	4 0 0	6 0 0	0 15 0	52 0 0	O	43 0 0	O	O
Winkfield . .	3 0 0	9 0 0	54 0 0	79 18 0	..	..	21 10 2	21 12 0½
Bucks.								
Claydon (Park-school).	..	2 0 0	11 0 0	School chiefly supported by squire and clergyman.			27 7 6	..
Prince's Risborough.	5 2 1½	1 19 2	1 3 6	50 0 0	4 0 8	O	..	O
Stoke Pogis. .	4 10 0	3 0 0	..	13 0 0	..	55 0 0	16 0 0	..
Upton . . .	..	..	..	57 7 5½	14 15 2	..	20 1 7	..
Hants.								
Alresford . .	2 16 7	2 17 0	3 8 1½	53 8 0	..	..	9 19 0	..
Alton . . .	..	..	..	38 0 0	12 0 0	34 0 0	..	..
Alverstoke . .	14 15 0	4 15 0	4 10 8	71 18 6	40 0 0	O	20 0 0	O
Bentley . . .	2 12 0	2 13 0	..	55 0 0	O	O	20 0 0	O
Droxford . .	..	..	..	4 0 0	9 0 0	..	..	..
Fareham . .	..	26 9 0	..	56 16 0	61 7 0	11 7 2	..	..
Fordingbridge .	5 0 0	3 4 0	6 10 0	60 0 0	O	6 0 0	30 0 0	O
Forton, St. John	8 0 0	3 0 0	12 0 0	60 0 0	..	O	..	O

Apart, under a Master and Mistress—*continued.*

GENERAL OBSERVATIONS.
Children clean; some of the answers (especially by the girls) out of the Scriptures, good. Knowledge of Scripture very satisfactory; composition very good; reading, spelling, writing, and arithmetic, good. No music. Discipline satisfactory. Good building, and play-ground well fitted in all respects.
. . . . .
Reading and arithmetic of the boys good; room for improvement in the girls' school; boys are quick, perhaps more pains might be taken to make them thoughtful. Master appears painstaking.
Children appear much improved in knowledge of the Scriptures and in intelligence since the last inspection. Room for improvement still in the reading, writing, and arithmetic, and in the discipline. Boys are employed in horticulture much of their time.
An excellent school in all respects, and best in the most important matters. Children well exercised in composition. Maps drawn with remarkable skill. Two of the boys have made some progress in algebra. A separate classification for arithmetic, which answers well.
School in a transition state on account of a change of teachers; prospect of improvement in all respects.
Instruction and discipline highly satisfactory. Children taught with intelligence and thoroughly the Scriptures and the doctrines of the Church. Composition very good. Arithmetic first rate. Some knowledge of geography and grammar. Teachers such as one should rejoice to see at their work.
Instruction in the boys' school satisfactory; discipline respectable. In the girls' school room for improvement. Flooring of asphalte; as a consequence, in winter the children suffer from chilblains.
Room for improvement, especially in the instruction of the girls and the discipline of the boys.
Boys not fully examined from want of light; the upper boys read well and answer well in Scripture; writing and mental arithmetic good. Slate arithmetic should be more accurate. Singing very good. Girls answer fairly in Scripture. Room for improvement in the method and instruction.
Boys compose remarkably well; knowledge of Scripture very satisfactory; reading well toned; arithmetic very good. School an excellent one in all respects. Discipline most satisfactory. Girls' school only partially examined. Knowledge of Scripture very satisfactory, and intelligence, so far as they were examined, very fair.
Instruction of the first class in Scripture, grammar, and reading, very good. The other classes ought, perhaps, in proportion to be more advanced. Writing good; arithmetic, so far as it goes, accurate. Discipline very good.
Instruction in the Scriptures excellent, and children taught with understanding. Arithmetic and writing good. Reading somewhat low. Teachers intelligent and painstaking. Working in the right way. Mistress takes the infants and the girls.
Boys read with understanding; have a satisfactory knowledge of Scripture; answer with intelligence; know some geography. Girls taught with great pains and exactness. Countenances very pleasing. Both schools appear to have made progress since last inspection.
Boys get on well in reading; intelligence fair; writing and arithmetic respectable. Some of the elder ones learn the Gospel for the Sunday. Instruction in the girls' school might be improved. Master painstaking, intelligent, and pleasing.
Elder boys trained as monitors and receive a superior education. Music excellent. Instruction of the girls of a pleasing character. Examination shortened from want of light. The school has been a great blessing to the parish.

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Date of Inspection.	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a Verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules.		Working Sums in Proportion, and the higher Rules.	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Gosport . . .	Nov. 7	130	87	50	26	17	29	27	..	27	25	39	..	18	..	8	1*d.*
King Somborne	July 31	72	51	13	7	40	36	34	27	38	24	..	..	12	..	8	10*d.*, 6*d.*, 2*d.*, 1*d.*
Odiham . .	Nov. 21	57	34	27	14	7	6	..	28	0	3	20	13	4	0	0	1*d.*, ¾*d.*
Petersfield . .	Dec. 2	63	53	9	18	31	16	13	32	50	21	30	..	12	..	10	0 1*d.*
Portsmouth .	Nov. 5	96	79	47	18	4	38	44	59	44	24	34	26	6	4	8	2*d.* and 1*d.*
Shirley . . .	Nov. 14	52	41	4	1	18	26	20	14	32	27	23	28	3	4	0	2*d.* and 1½*d.*
Twyford . .	Nov. 26	37	49	12	16	10	25	25	34	12	15	19	13	0	4	0	1*d.*
West Meon. . (Only the two upper classes of girls present at the examination)	Dec. 9	34	23	0	0	26	23	13	1	21	22	..	..	..	..	..	. .
Winchester .	Nov. 25	129	96	21	21	..	40	..	32	..	41	..	52	..	21	20	0
Herts.																	
Baldock . .	Feb. 26	73	78	22	15	22	38	27	53	24	25	43	62	6	7	2	4*d.*, 2*d.*, 1*d.*
Berkhampstead	Mar. 7	74	40	4	9	35	18	35	12	39	24	46	25	14	5	0	0
Essenden . .	Feb. 10	53	38	14	13	24	16	18	28	28	10	21	21	11	0	4	1*d.*
Hertford (Cowper Testimonial.)	Feb. 11	92	67	21	12	38	32	20	28	72	39	44	29	19	0	12	1*d.*
Hertford Heath	Feb. 10	37	34	14	7	14	8	16	28	21	6	7	22	7	0	0	1*d.*
Hertingfordbury	Mar. 5	46	50	3	2	30	31	14	9	19	21	22	21	3	0	8	0
Royston . .	Feb. 19	44	58	14	11	13	24	26	39	18	19	15	36	4	0	5	2*d.*, 1*d.*
St. Alban's (St. Peter's.)	Jan. 29	37	11	15	5	2	1	15	7	12	4	12	..	3	0	0	. .
Stevenage . .	Feb. 24	54	29	21	7	17	13	19	16	20	10	16	18	4	0	4	4*d.*, 2*d.*, 1*d.*

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
17	10	10	5	8	4	6	4	0	0	53 0 0	30 0 0	0	0	..	..
														From £100 to £110	
9	..	6	..	16	6	3	2	4	3	£70 + house and garden.		0	15 0 0		
5	9	5	1	3	3	2	0	0	0	35 0 0	25 0 0	0	0	6 10 0	2 13 9
..	..	..	..	..	..	..	..	..	..	54 12 0	35 0 0	0	0	0	0
7	12	9	3	8	6	0	4	1	2	50 0 0	40 0 0	30 15 0	0	12 4 11	..
15	5	5	8	3	5	4	2	0	1	40 0 0	35 0 0	0	0	7 8 9	0
4	2	2	2	1	3	0	2	0	1	26 0 0	35 0 0	10 0 0	2 4 0	8 2 6	1 15 7
4	4	3	4	3	2	1	4	3	2	..	..	..	..	..	..
..	23	..	10	..	11	..	2	..	0	70 0 0	45 0 0	..	4 16 9	..	13 11 3
12	13	6	3	5	8	0	8	2	3	45 0 0	25 0 0	0	3 0 0	1 0 0	0
13	1	4	7	3	2	1	2	0	1	61 0 0	46 0 0	..	..	..	1 13 2
6	2	5	3	4	0	0	2	1	0	40 0 0	33 0 0	0	0	..	..
14	5	14	4	4	4	0	2	1	0	£100		..	..	23 4 4	..
4	4	5	7	1	2	0	0	0	0	£54 + pence.		0	0	0 8 0	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	6	4	6	2	5	1	4	2	3	52 0 0	30 0 0	0	0	3 1 2	0 4 6
2	..	1	..	2	..	0	..	0	..	52 0 0	..	..	..	..	..
5	6	5	3	3	2	2	1	1	0	60 0 0	26 0 0	..	..	..	..

(*Continued on pages* 22, 23.)

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Books and Stationery.	Fuel.	Other Expenses	Annual Subscriptions and Donations	Annual Collections	Endowments.	Children's Pence.	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Gosport . . .	10 0 0	..	6 0 0	80 0 0	15 10 0	O	45 0 0	..
	From £100 to £110							
King Somborne		15		5 5 0	O	O	71 2 6	9 0 0
Odiham . .	..	1 9 3	1 8 10	55 0 0	..	O	14 15 2	1 8 0
Petersfield . .	1 15 0	6 10 0	O	84 0 0	11 0 0	O	10 10 0	9 15 0
Portsmouth. .	29 12 11	4 16 3	..	75 2 6	33 2 9	O	3 0 0	..
Shirley . . .	1 0 0	5 0 0	1 0 0	84 19 6	15 2 9½	O	57 18 0	O
Twyford . .	7 13 8	2 0 0	7 17 0	45 0 0	20 0 0	26 0 0	12 0 0	3 0 0 work
West Meon. . (Only the two upper classes of girls present at the examination)	..	..	..		..	..	..	..
Winchester. .	..	..	..	196 7 6	31 3 10	10 4 10	O	work 12 6 0
HERTS.								
Baldock. . .	1 17 5½	6 0 0	2 0 0	33 15 0	14 4 6	6 0 0	31 2 0	O
Berkhampstead	4 5 10	6 0 0	0 15 0	118 8 0	O	O	O	O
Essenden . .	..	..	..	..	..	..	..	..
Hertford (Cowper Testimonial.)	13 14 8	7 1 4	20 10 4	82 6 0	17 12 1	32 16 4	30 5 10	..
Hertford Heath	4 6 0	4 1 5	..	57 7 0	O	O	15 0 0	O
Hertingfordbury	..	..	..	..	..	..	..	..
Royston. . .	3 6 7	3 0 5	..	50 0 0	..	O	19 2 11	0 14 2
St. Alban's (St. Peter's).	..	..	..	38 14 0	9 0 0	O	14 0 0	..
Stevenage . .	..	..	..	..	..	..	24 14 5	..

GENERAL OBSERVATIONS.

Master overtaxed, does his work apparently with zeal. Instruction, considering the circumstances, fairly satisfactory. Room for improvement in the discipline. Instruction of the girls satisfactory; their appearance clean and pleasing. Building very spacious.

Instruction carried far beyond the common range with excellent success; school going far to support itself, and working most beneficially in the parish. A remarkable specimen of what may be effected in an improving locality.

Room for improvement in the instruction and discipline, especially in the boys' school. Mistress a good needlewoman

Writing good in the boys' school. Knowledge of Scripture possessed by some of the children very satisfactory. Room for improvement in the reading, and in the discipline of the boys. Girls' school imperfectly examined.

Girls' school improved since last inspection. Great pains taken with the reading. The Scriptures learned with understanding. Catechism taught carefully. Prospect of improvement in the boys' school.

Girls taught very satisfactorily, boys respectably; both teachers pleasing persons.

Girls taught with intelligence; knowledge of Scripture good; discipline good. Mistress trained at Salisbury. Instruction of the boys is improving.

Instruction most satisfactory in all respects. Manners and countenances of the children very pleasing.

Instruction very satisfactory; children compose well; answer well in Scripture, especially the girls. Arithmetic and writing of the boys very good; lower classes of the boys not examined. Both teachers appear zealous and capable. Boys of the training school act as assistants to the master.

Children answer well in Scripture; arithmetic accurate; writing good. Are not exercised in composition.

Boys are well acquainted with Scripture; have some knowledge of grammar, geography, and English history. Read well; are intelligent. Arithmetic might be more accurate. The first class of girls well taught in Scripture, the rest not advanced in proportion; needlework seems very good. The children are clean and orderly. School building very good, and fitted with every convenience.

Instruction of the boys in ordinary matters very satisfactory. Master appears to do his work with pains quietly and well. Mistress understands music well. Room furnished with an organ.

Upper classes of the boys' school taught satisfactorily. Master well educated, very painstaking and pleasing. Children orderly.

School placed where one was greatly needed; its existence, I believe, being chiefly due to the principal and professors at Haileybury College.

School, as regards discipline and instruction, in a most satisfactory state in all respects. Teachers appear to be of the right sort, intelligent, capable, and taking pains in the right direction. A new building in contemplation.

Instruction of the first class of the boys' school, and of all the girls, satisfactory.

School would be improved by the mistress taking all the younger children, so that half the day the girls should be under the master's teaching with the three elder classes of boys. A deficiency of books and school materials.

School visited under not very favourable circumstances. Arithmetic good, reading fair. Master quiet and pleasing in manner. Perhaps more might be done to exercise the intelligence of the children.

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Date of Inspection	Number present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules.		Working Sums in Proportion, and the higher Rules.	Weeky Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Tewin . . .	Jan. 30	22	30	0	2	8	..	6	7	8	12	9	15	5	4		0
Tring . . .	Mar. 12	96	24	40	7	24	7	51	16	30	5	38	14	7	0	1	2*d.*, 1*d.*, 0
Watford. . .	Boys May 14, Girls Mar. 10	57	82	13	29	17	19	42	70	15	12	28	33	7	13	3	. .
Watton . . .	Feb. 28	44	38	2	10	20	17	11	26	38	9	25	14	6	5	2	0
KENT.																	
Ashford . .	July 2	74	48	15	9	30	18	19	17	55	23	37	21	8	8	5	1*d.* and ½*d.*
Bexley . . .	June 25	32	23	10	4	9	11	20	8	12	10	27	13	0	0	0	2*d.*
Brenchley . .	May 20	92	56	41	20	21	25	34	46	28	10	26	18	18	0	1	3*d.*, 1*d.*
Buckland . .	Oct. 21	48	21	12	9	8	4	18	7	19	5	9	10	14	2	0	. .
Chiddingstone .	May 20	51	43	14	13	21	18	27	19	24	24	34	27	0	0	0	2*d.*, 1½*d.*, 1*d.*, 0
Cranbrook . .	May 21	66	59	16	18	19	15	45	39	21	18	44	26	2	0	5	1*d.*
Deptford . .	June 4	121	59	67	33	37	15	83	23	29	8	32	10	8	0	6	1*d.*
Eltham . . .	June 23	45	34	4	2	21	16	10	19	35	15	33	16	15	9	4	2*d.* and 1*d.*
Eynsford . .	June 24	28	32	13	13	4	13	18	3	6	9	16	12	5	0	2	2½*d.*, 1½*d.*
Frittenden . .	May 21	85	73	..	23	..	31	45	41	40	32	..	43	..	2	..	3*d.*, 2*d.*, 1*d.*
Gravesend . .	June 18	176	88	46	34	51	27	55	62	75	26	86	46	24	0	20	2*d.*, 1*d.*, 0
Lamberhurst .	April 22	44	31	8	5	13	16	13	11	31	20	17	..	5	..	8	. .

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen.		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
3		8		4		3		3		£90		..	...	..	...
8	4	3	0	4	0	0	0	2	0	£20 + pence.	£20+half the pence & a house.	0 5 0	..	16 0 0	1 10 0
7	..	4	..	2	..	1	..	0	..	..	..	..	..	..	..
9	5	5	10	5	5	2	7	3	2	60 0 0	..	..	..	..	..
13	10	9	8	4	4	4	4	2	0	£100		0	6 0 0	..	..
4	3	0	1	1	2	0	1	0	0	35 0 0	17 0 0	0	0	12 0 0	1 7 0
9	4	4	4	5	5	6	3	0	2	£50 + pence.		0	0	0	33 5 0
5	4	9	4	1	1	1	1	0	0	£20		0	0	3 16 10	0
11	7	5	2	3	8	1	4	1	0	£70		..	..	£3 13 11½	
14	..	6	..	6	..	2	..	0	..	£100		..	..	..	..
17	6	12	2	6	3	3	4	2	0	£40		0	0	128 0 0	0
8	7	6	3	3	2	0	2	2	0	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	40 0 0	26 0 0	..	..	2 0 0	5 0 0
5	14	4	7	2	2	1	3	0	0	£60 + house and taxes.		..	..	2 9 3	1 19 4
..	..	..	..	..	..	..	..	..	..	70 0 0	50 0 0	47 0 0	5 0 0	10 13 0	..
4	2	7	9	0	3	1	2	0	0	£20 + pence of children.		..	..	..	..

(*Continued on pages* 26, 27.)

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Books and Stationery.	Fuel.	Other Expenses.	Annual Subscriptions and Donations.	Annual Collections	Endowments.	Children's Pence.	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Tewin . . .	..	..	..	0	0	Interest of £1512 2 8 South Sea Annuities	0	0
Tring . . .	2 10 0	9 0 0	5 2 6	48 0 0	12 0 0	..	3 16 0	..
Watford. . .	..	..	..	..	..	..	..	..
Watton . . .	..	..	..	17 0 0	0	20 0 0	School chiefly supported by the Patron.	
KENT.								
Ashford . . .	15 0 0	5 0 0	10 0 0	82 4 0	29 3 9	20 0 0	20 0 9	0 19 10
Bexley . . .	10 8 9	14 13 6	27 14 6	127 2 6	21 4 6	0	33 5 4	2 0 0 work.
Brenchley . .	14 5 6	11 6 9	1 12 2	46 10 0	24 0 10	0	..	1 9 0
Buckland . .	2 2 3½	..	..	24 10 0	0	0	..	0
Chiddingstone .	4 0 0	4 10 0	1 14 0	73 0 0	0	0	18 9 7	..
Cranbrook . .	..	..	..	..	..	..	..	..
Deptford . .	3 6 8	3 15 6	14 10 8	45 0 0	12 0 0	0	0	..
Eltham . . .	..	..	..	..	..	..	..	..
Eynsford . .	2 0 0	3 0 0	..	12 0 0	0	20 16 0	22 0 0	0
Frittenden . .	6 0 0	0 14 4	4 12 7	45 0 0	0	0	35 0 0	0
Gravesend . .	13 7 0	3 8 0	9 0 0	60 0 0	40 0 0	34 0 0	68 0 0	..
Lamberhurst .	..	..	..	..	..	..	..	..

GENERAL OBSERVATIONS.

Teachers trained at Glasgow. Instruction very satisfactory, given with intelligence. Rooms confined and not properly ventilated.

Discipline in boys' school appears to be more the result of fear than affection. Some of the answers out of the Scriptures respectable. "Faith and Duty" learned. Catechism should be more perfectly taught. About 30 boys from a factory attend the school of an afternoon. Mistress a gentle person.

Boys are quick, answer fairly out of the Scriptures; have learned some geography, English history, grammar, and etymology; discipline might be improved. Girls' school taught more quietly. Instruction not spread over so large a surface. In some respects more attention. Building an excellent one; fitted well in all respects.

A great deal of Scripture learned. The upper boys taught very well; more, perhaps, might be done for the intelligence of the lower classes if less use were made of monitors. Children well questioned on the sermon; reading fair; ornamental penmanship very successful; discipline good; manners and countenances of the children very pleasing.

Boys attend irregularly; they need to be more carefully grounded in essentials; writing good; the second class better in proportion than the first. Instruction in the girls' school satisfactory, especially in reading, and knowledge of Scripture.

Room for and prospect of improvement in the instruction, especially in the boys' school. Apparently master trusts too much to his monitors, instead of working himself. Girls quiet and orderly.

Room for improvement as to discipline. Judgment suspended as to the instruction, on account of the school having been only open a year. Teachers well spoken of by the clergyman.

Room for improvement in the organisation and instruction of the girls. The boys appear to have made progress since last inspection, especially in knowledge of the Scriptures. Writing good; arithmetic and reading should be improved.

Intelligence of the first class well exercised. The children are taught the Scriptures well. Room for improvement as to reading and arithmetic. Discipline appears good. The children are clean. Good building.

Instruction of the boys in Scripture very satisfactory; writing good, reading respectable. Singing good; room for improvement in the arithmetic. Girls appear to receive pleasure from attending the school. Needlework very good; discipline satisfactory.

The upper class of boys read distinctly. Writing respectable. Children not deficient in quickness. The little ones ought to be in an infant school. Discipline and cleanliness of the children might be improved.

Instruction of the boys better than their discipline. Master appears to take pains throughout the school. Girls quiet and under control; more might be done for their teaching.

Room for improvement in the instruction and discipline of the boys. The girls are taught much more satisfactorily. Master appeared to me both negligent and severe.

Children not completely examined. Elder class of boys answer well in the Scriptures. Reading of the girls very satisfactory; some of the elder ones compose well. Discipline especially good. More than one-fourth of the population of the parish appear from the numbers to attend the school; but some children come from other parishes.

Examination of the children incomplete. Instruction of the boys for so large a number appears very satisfactory. Master assisted by a youth from St. Mark's.

Girls read better than the boys, and answer questions with some intelligence; more, perhaps, might be done in questioning the boys. Spelling and arithmetic fair. Greater assistance will, I hope, be given the clergyman, both as respects the salary of the teachers, and in gratuitous Sunday-school teaching.

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Date of Inspection.	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules.		ARITHMETIC. Working Sums in Proportion, and the higher Rules.	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Loose . . .	July 7	78	71	26	22	30	16	45	33	33	10	25	29	4	14	12	2*d.*
Maidstone . .	July 9	156	96	27	31	40	27	46	59	110	37	66	37	48	25	10	2*d.* and 0
Meopham . .	June 19	29	25	12	10	8	2	18	16	11	9	8	11	7	0	1	6*d.* and 2*d.*
Northfleet . .	June 24	66	37	16	16	32	6	32	28	25	9	35	15	7	0	3	2*d.*
Rolvenden . .	April 25	51	51	13	15	15	15	4	3	30	13	13	..	11	..	10	1½*d.*, 0
Sheerness . .	July 24	81	60	12	22	31	17	59	46	22	14	..	..	..	..	15	. .
Stone . . .	June 18	28	12	12	7	6	2	18	9	10	3	10	1	5	3	0	2*d.*
Sydenham . .	June 17	61	48	11	6	25	25	37	26	24	22	39	33	4	8	6	1*d.*, ½*d.*, ¼*d.*
Tenterden . .	May 22	80	57	21	13	20	16	42	30	38	27	38	28	10	0	0	1*d.*
Walmer. . .	Oct. 21	52	32	9	13	14	10	28	22	13	10	23	12	9	0	4	. .
Woodchurch .	May 23	28	16	1	3	21	6	11	10	17	6	15	8	6	0	5	1*d.*
Woolwich . .	July 1	173	138	32	48	55	37	93	82	80	56	107	63	7	9	12	1*d.*
SURREY.																	
Bermondsey, St. James.	July 21	111	92	49	36	26	28	87	71	24	21	34	39	13	0	0	. .
Camberwell (Camden).	Dec. 26	51	67	13	11	12	35	30	..	21	8	19	32	5	8	5	. .
Camberwell, Christ Church	July 22	78	42	18	7	20	21	37	25	41	17	43	33	12	4	15	2*d.*, 1*d.*
Caterham . .	Dec. 16	20	18	7	3	4	9	9	12	7	5	2	4	1	0	1	0
Farnham . .	July 29	85	68	13	Children imperfectly.			52	..	33	..						

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen.		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls						
7	4	6	8	8	1	3	3	0	5	42 0 0	30 0 0	3 5 0	2 6 0	5 12 2	0 19 4
..	..	..	..	..	..	..	..	..	..	110 0 0	47 15 8	28 7 0 and 4 19 0	25 2 0 and 21 7 6	18 10 6	10 18 7
0	1	2	1	0	0	1	0	1	0	£45 + house and garden.		0	0	..	..
10	4	8	4	0	0	3	1	2	0	£80		..	..	56 0 0	..
8	4	7	7	3	3	2	2	1	0	8 0 0	30 0 0	..	..	3 8 2	..
11	4	5	5	4	3	3	2	0	3	60 0 0	30 0 0	..	..	2 0 0	1 10 0
1	1	3	1	2	0	0	1	0	0	40 0 0	30 0 0	..	0 16 0	1 0 0	0 10 0
7	7	7	5	2	4	2	2	1	1	55 0 0	40 0 0	..	1 10 0	6 6 0	..
16	11	7	2	3	6	0	1	0	0	62 10 0	40 0 0	0	0	6 1 0	..
7	2	4	1	3	0	2	5	0	0	..	..	..	..	..	..
5	..	5	..	3	..	2	..	0	0	43 0 0	£25 + lodging & fire.	0	0	..	..
21	21	24	17	10	9	4	4	6	3	70 0 0	50 0 0	10 0 0	0 3 0	6 17 2	..
13	13	10	5	7	5	1	4	0	0	60 0 0	40 0 0	..	..	4 14 0	0
9	13	4	9	6	6	2	3	1	0	70 0 0	52 0 0	..	..	..	5 15 1
16	8	9	9	4	3	1	2	1	1	£105		..	..	19 13 0	..
0	2	6	2	1	1	0	2	0	0	32 12 0	14 0 0	0	0	0	..
Examined reading, writing, and arithmetic; very good.												..	..	..	..

(*Continued on pages* 30, 31.)

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Books and Stationery.	Fuel.	Other Expenses	Annual Subscriptions and Donations	Annual Collection.	Endowments.	Children's Pence.	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d	£. s. d	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Loose . . .	3 8 4	3 2 0	2 7 9	41 17 10	..	..	51 18 3	2 5 1 needle-work.
Maidstone . .	18 5 6	29 7 1	7 1 0	249 11 0	O	24 0 0	137 8 6	..
Meopham . .	..	..	..	..	..	..	..	..
Northfleet . .	7 10 6½	7 3 2	..	56 0 0	17 0 0	O	40 0 0	O
Rolvenden . .	1 0 0	1 8 0	5 16 6	33 0 0	6 15 4	O	21 13 0	..
Sheerness . .	2 10 0	1 15 0	6 3 0	30 0 0	18 0 0	..	50 0 0	..
Stone . . .	1 0 0	1 16 0	6 12 5	25 0 0	9 5 0	O	30 18 0	0 17 6
Sydenham . .	6 11 8½	7 8 0	35 12 10	80 5 0	21 4 5	O	17 10 6	15 0 0
Tenterden . .	5 0 0	4 10 0	0 15 0	38 17 0	..	60 6 0	18 17 9½	..
Walmer . .	..	..	..	..	..	..	..	..
Woodchurch .	6 10 0	2 12 0	..	15 0 0	O	O	11 9 5	O
Woolwich . .	18 17 5	3 13 8	..	114 12 1	76 8 9	O	57 4 1	4 2 8
SURREY.								
Bermondsey, St. James.	8 10 0	12 16 0	15 18 0	243 3 0 The above sum is the income of the Bermondsey united charity schools.	94 4 2	98 13 3	36 11 5	work 10 5 3
Camberwell (Camden).	4 3 6	11 16 0	..	96 14 6	115 8 0	22 18 2	O	..
Camberwell, Christ Church.	13 9 4½	5 15 0	10 5 0	94 0 0	60 8 6	O	61 5 11	22 9 10
Caterham . .	..	..	..	32 12 0 +house.	O	O	O	..
Farnham . .	..	..	..	..	..	..	..	..

GENERAL OBSERVATIONS.

Instruction satisfactory. Intelligence well exercised. Children very clean, pleasing, and orderly. Both teachers painstaking. The building and arrangements of the school very satisfactory.

Instruction of the lower classes very satisfactory. Good maps drawn by the upper boys. Master has great ability and energy. Well educated. Mistress has but recently been appointed.

Children quiet and orderly. Instruction somewhat scanty, especially in the girls' school. Master quick and stirring.

Boys read well; more might be done by questioning to bring out their intelligence. It seems desirable that more of Scripture should be committed to memory. Exercises in composition would help their intelligence.

Boys taught reading, writing, and arithmetic with fair success; have been a little exercised in composition. More might be done by questioning to bring out their intelligence. Girls' school imperfectly organized, and mistress, as it seems, would receive much benefit from proper training.

Instruction of the boys very satisfactory. Discipline exact; more might be done for the instruction and classification of the girls. Children not completely examined.

Bad attendance on account of a wet day Room for improvement in the discipline, method, and instruction of the children. Children not deficient in quickness.

Discipline and instruction most satisfactory. Some of the children write out the sermon with remarkable clearness and fulness. Religious teaching very gratifying. Master appears to go about his work in the best manner.

Boys have been taught the catechism carefully; nine or ten answer well out of the Scriptures. Both schools appear properly classed. Reading might be more accurate and distinct. Both teachers appear to be painstaking. Needlework of the girls good.

Boys do arithmetic well; write respectably; are fairly acquainted with Scripture; quick. Some appear very promising. Room for improvement in the instruction of the girls. Master well instructed and painstaking.

Boys know their catechism well; their writing, reading, and arithmetic are satisfactory; they are intelligent; are acquainted with the first elements of grammar, geography, and English history; singing good. Girls wash. Mistress trained at Whitelands; has been a year at her post. Discipline in both schools appears to be satisfactory.

Master overtasked, painstaking; effects as much as one man, in my judgment, unaided can do. The two upper classes of girls well taught in the Scriptures.

Master has been at his post six months, during which time his boys appear to have made good progress. Their discipline good. The first class well taught in the Scriptures, the catechism, reading, and writing. The lower classes should be more worked. An infant school needed. The mistress an exact and careful teacher; more might be done to exercise the intelligence of her girls. Cleanliness remarkable.

Room for improvement in the management of the boys, and in the instruction of the lower classes. The girls have a good knowledge of Scripture; read well; write fairly; are well worked through the school. Appearance in their favour.

Instruction very satisfactory throughout the school, especially of the girls. Reading of the boys might be improved; that of the girls excellent. Discipline very satisfactory.

The girls are taught the Scriptures with intelligence. Their manners and countenances very pleasing.

Boys appear to have made progress since the last inspection; they compose well; read well; work arithmetic well. Religious teaching very satisfactory. Girls only partially examined; reading intelligent; needle-work very good. Discipline of both schools very good.

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Date of Inspection.	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules.		Working Sums in Proportion, and the higher Rules.	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Godalming . .	Dec. 1	70	74	9	26	35	29	43	..	27	18	27	18	9	6	5	1*d.*
Guildford . .	,,	104	93	41	50	16	32	90	..	14	25	49	34	10	11	O	2*d.*, 1*d.*, O
Kennington Oval	July 14	188	135	53	37	70	56	119	79	69	56	92	33	33	24	O	2*d.*, 1*d.*
Morden . . .	Dec. 23	47	35	12	12	14	9	27	16	23	16	29	11	6	10	8	O
Rotherhithe, Upper North Deptford Road	July 23	68	76	15	25	21	28	42	55	26	21	26	29	6	O	9	. .
Tooting . . .	Nov. 3	49	31	11	5	17	14	34	20	15	11	24	11	9	O	O	1*d.*
Wandsworth (Love Lane).	July 17	78	59	25	17	34	16	34	38	34	21	30	30	19	6	10	. .
Wandsworth (Summer's Town).	..	35	41	3	4	18	23	5	12	30	29	16	25	3	3	10	. .
SUSSEX.																	
Bolney . . .	April 7	34	31	13	7	6	6	20	15	9	12	12	18	O	O	O	2*d.*, 1*d.*
Brede . . .	April 25	48	44	7	18	17	14	9	27	25	17	16	13	5	5	2	2*d.* and 1*d.*
Brighton (Warwick-street)	April 11	116	..	Exact notes of the attainments of the children.													1*d.*
Clayton, (St. John's Common).	Mar 31	56	75														
Ditchling . .	,,	28	36	7	6	8	11	16	19	12	17	18	14	O	6	1	. .
Hartfield . .	April 21	33	24	5	6	7	5	7	10	15	10	14	..	4	..	O	1*d.*
Hastings . .	April 23	124	139	22	42	45	44	71	91	53	48	60	..	..	..	..	. .
Hastings, St. Mary.	April 24	86	60	11	..	43	..	32	36	54	24	38	..	22	..	11	1*d.*

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen.		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Supend.	Pupil Teachers.	Repairs.	Furniture and Apparatus.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls						
										£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
8	6	8	10	6	11	3	5	1	1	55 0 0	30 0 0	2 10 0	..	8 7 0	..
16	13	5	7	8	3	4	8	2	1	34 0 0	25 0 0	..	..	2 13 9	2 6 2
23	17	14	15	7	15	3	3	0	3	80 0 0	60 0 0	0	13 0 0	58 13 4	6 16 7
8	3	2	5	5	1	0	3	1	2	£50 + house.	£35 + house.	0	0	14 18 10	3 12 6
16	9	11	14	1	11	1	2	1	1	56 17 8	..	3 7 9	..	9 16 10	..
8	7	2	4	3	2	1	0	0	0	£50 + pence.	£30 + pence.	..	..	274 0 0	2 10 0
14	10	12	7	5	1	0	2	4	2	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3	2	1	3	0	2	0	0	0	0	£30 + house and coals.		0	0	..	..
..	..	..	..	..	..	..	..	..	..	£40 + pence.		0	0	0	0
						Not taken.				45 0 0	35 0 0	..	3*d.* and 2*d.* per week.	..	..
Examination of the children declined by the clergyman; aided by the treasury grant of															
5	9	4	7	0	1	1	0	0	0	..	..	..	..	..	..
2	2	3	3	1	2	1	2	0	1	£60		..	..	..	..
10	21	13	10	9	7	2	5	3	9	..	..	..	2*d.* a week and under.	..	..
9	12	13	3	4	3	6	1	1	1	60 0 0	..	.	2 8 0	11 19 10	..

(*Continued on pages* 34, 35.)

SCHOOLS In which Boys and Girls are taught apart, under a Master and a Mistress.	Books and Stationery.	Fuel.	Other Expenses.	Annual Subscriptions and Donations.	Annual Collections.	Endowments.	Children's Pence.	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Godalming . .	5 16 10	2 10 0	10 19 2	84 14 0	O	O	25 16 6	8 0 0
Guildford . .	4 18 7	1 8 8	2 3 0	52 1 6	28 9 5	..	14 9 5	2 0 0
Kennington Oval	24 5 7	20 6 0	27 4 9	133 9 6	44 7 8	O	102 16 11	17 2 6
Morden . . .	1 7 10	4 2 0	31 10 3 for children's clothes.	24 5 0	O	84 2 2	O	52 18 2 paid by rector.
Rotherhithe, Upper North Deptford Road	..	18 10 0	..	26 10 0	O	5 0 0	56 7 9	..
Tooting . . .	13 1 10	12 10 0	18 0 0	40 0 0	45 0 0	64 0 0	13 10 0	O
Wandsworth (Love Lane)	..	..	..	..	..	..	..	..
Wandsworth (Summer's Town)	..	..	..	..	..	..	..	..
Sussex.								
Bolney . . .	£34 13 9 + some small bills.			£26 3 1 the balance being made up by the clergyman.				
Brede . . .	3 0 0	4 6 9	..	11 0 0	O	8 15 0	30 0 0	O
Brighton (Warwick-street)	..	..	..	..	..	..	..	..
Clayton, (St. John's Common)								
Ditchling . .	..	..	..	..	..	..	..	..
Hartfield . .	..	..	..	..	O	30 0 0	..	..
Hastings . .	..	..	..	..	..	..	..	..
Hastings, St. Mary	10 6 1	2 6 7	..	126 17 0	111 8 7½	O	49 11 1	6 0 0

GENERAL OBSERVATIONS.

Instruction very satisfactory; boys appear improved in intelligence and knowledge of Scripture since last visit; writing good; arithmetic fair; some knowledge of geography; pains taken to keep up a correspondence with the girls after they leave school. Children clean, manners and countenances much in their favour.

Boys much improved in the most important matters since last visit; room yet for more improvement, a step to which would be the removal of the little ones to an infant school. Girls taught the Scriptures excellently. Discipline good.

Instruction of the first class of boys very satisfactory; much improved in composition since my last visit. Writing good. The little ones should be in an infant school. Girls taught the ordinary matters fairly well. Mistress pleasing.

Intelligence and knowledge of Scripture very good, especially in the girls' school, which appears much improved since last inspection. Writing good, especially in the boys' school. Children clean and orderly. Both teachers painstaking and pleasing. Rooms confined.

Girls read well and know a good deal of Holy Scripture; more might be done to exercise their intelligence. More should be done for the boys, especially in the lower classes. Some few work sums well. Master's post a difficult one.

Boys read fairly, know some Scripture; writing might be improved; room for improvement in the instruction of the girls.

Instruction of the lower classes very imperfect. Writing and arithmetic of the boys good. Discipline not over good. Classification improper. A good deal of needlework required in the girls' school, which is said to interfere with the instruction.

Children taught the Scriptures remarkably well. Intelligence well exercised. Teachers efficiently directing their endeavours to the right aim. Discipline very satisfactory.

Children go out to work at a sadly early age. Average age of boys leaving school said to be 8; instances of boys going out with their fathers, to tend sheep, very soon after 6.

Discipline very satisfactory. Knowledge of Scripture good; reading good; arithmetic fair. The children write well; more, perhaps, might be done in questioning them. Teachers appear methodical, quiet and painstaking. The devotions take up a large portion of time, apparently with excellent results.

Both boys and girls answer well in the Scriptures. Some of the boys draw well. Girls read well and express themselves well in writing; music good. Girls' school greatly indebted to the committee of ladies. Lower classes not examined. Both teachers appears painstaking and intelligent.

. . . . . .

Children quiet and orderly, especially the girls. More might be done, especially in the boys' school, for the instruction of the children. Recommended that the master, as far as he can, take the reading lesson himself.

Instruction needs improvement. Arithmetic fairly done. Mistress subject to the interruption of a young family.

Children not fully examined. Instruction in the most important matters appears satisfactory in both schools. Children answer well in Scripture. Boys have been a little exercised in composition and geography. Both schools read well, especially the girls. Discipline of the girls good.

Boys answer well in Scripture and the catechism; read well; compose well; sing fairly; arithmetic and writing good; some knowledge of geography. School appears remarkably improved since last inspection. An hour spent in girls' school at request of committee. The girls appear excellently well taught. Sing well.

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Date of Inspection.	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight		Able to read a Verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules		Working Sums in Proportion and the higher Rules	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Hove . . .	April 9	111	91	8	11	31	33	47	..	64	..	62	..	21	..	1	2*d.*
Lewes . . .	April 2	111	132	17	20	50	78	54	74	57	58	68	67	14	16	B.G 6 2	. .
Salehurst . .	April 23	47	47	8	14	12	..	31	..	16	..	34	..	5	..	0	1*d.* and ½*d.*
Seaford . . .	April 10	70	56	15	2	13	23	28	33	42	23	36	36	17	0	5	1*d.*
Slaugham . .	April 7	40	26	16	7	7	6	26	16	14	10	19	14	1	0	0	. .
Southwick . .	May 26	54	57	17	25	21	16	14	26	25	18	..	..	8	..	0	2*d.*
Steyning . .	,,	58	51	20	..	14	13	35	..	16	..	33	..	3	..	3	0
St. Leonards .	April 24	71	42	19	..	14	..	49	31	22	11	38	..	5	..	3	. .
Wadhurst . .	April 4	82	79	35	25	20	29	54	54	28	25	37	46	9	0	3	1*d.*
Westbourne. .	June 13	62	63	..	17	..	28	31	39	31	24	..	44	1	0	0	. .
Withyham (St. John).	April 22	39	30	9	9	14	9	12	4	19	12	13	13	15	0	2	2*d.*
WILTS.																	
Avebury. . .	Oct. 7	8	10	5	5	0	3	0	0	2	3	1	4	0	0	0	1*d.*
Bradford . .	Oct. 27	92	49	28	19	..	..	58	..	34	17	44	17	9	0	5	. .
Chippenham .	Oct. 8.	59	83	23	31	13	27	44	41	14	21	21	..	9	..	4	1*d.* and ½*d.*
Compton Bassett	Oct. 7	17	32	7	12	5	8	14	19	3	3	10	13	2	0	0	.
Cricklade . .	Oct. 10	26	49	10	15	6	19	19	40	7	9	3	10	0	0	0	2*d.* and 1*d.*
Derryhill in Calne	Oct. 8	74	48	43	30	3	2	40	22	9	4	10	13	7	0	1	1*d.*
East Knoyle .	Oct. 30	34	34	16	8	8	15	22	25	6	9	11	12	3	7	1	1*d.*
Fisherton Anger	Sept. 29	54	47	19	17	7	15	27	13	27	34	21	23	4	0	0	1*d.*

Above Ten and under Eleven Years.		Above Eleven and under Twelve		Above Twelve and under Thirteen		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers	Repairs.	Furniture and Apparatus
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d.	£. s. d.	£. s. d	£. s. d.	£. s. d.	£. s. d
..	..	..	..	..	..	..	..	..	..	20 0 0	10 10 0	14 15 6	..	..	..
..	..	..	..	..	..	..	..	..	..	85 0 0	55 0 0	..	..	..	..
..	..	..	..	..	..	..	..	..	..	31 4 0	20 16 0 + house.	0	0	12 0 0	0
9	4	8	14	3	5	2	1	0	1	£50		0	0	2 8 4	9 17 7
9	3	2	6	2	0	1	0	0	2	..	..	..	..	..	..
5	5	3	6	0	3	3	3	0	0	£50 + house.	£26 + house.	0	0	0	..
..	..	..	..	..	..	..	..	..	..	37 0 0	5*s.* a week	0	0	0 14 6	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
9	10	6	10	3	3	2	3	3	1	£40		0	0	5 2 6	1 13 2½
9	7	6	9	5	6	1	3	1	1	..	..	..	..	..	..
..	..	2	4	6	6	5	3	1	3	£60		0	0	..	..
1	0	0	0	0	0	0	0	0	0	£12 + pence.	£14 + pence.	..	..	..	..
..	3	..	1	..	1	..	1	..	..	£50 + a portion of pence.	25 0 0	..	..	2 15 10	1 7 0½
7	9	7	3	2	4	1	3	0	1	55 0 0	30 0 0	..	..	..	1 14 8
0	1	0	2	0	0	0	0	0	0	..	..	..	..	..	..
2	5	2	2	1	3	0	1	0	0	£30 + house.	25 0 0	..	..	..	..
5	2	2	3	1	1	0	0	0	0	£40 + residence.	0	0	0	0 3 11½	7 16 2
0	2	5	3	0	4	0	2	0	1	£44 + house.	24 6 0	..	..	..	..
6	8	5	6	2	3	4	2	1	2	£70		..	..	..	..

(*Continued on pages* 38, 39)

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Books and Stationery	Fuel.	Other Expenses	Annual Subscriptions and Donations.	Annual Collections	Endowments.	Children's Pence	Other Sources of Income.
	£. s. d.	£. s. d	£. s. d	£. s. d	£. s. d.	£. s. d	£. s. d.	£. s. d.
Hove . . .	..	..	..	94 17 0	31 11 9	..	..	..
Lewes . . .	..	..	..	..	O	O	..	..
Salehurst . .	3 0 0	5 0 9	1 0 0	40 0 0	12 0 0	16 7 8	10 10 0	O
Seaford . . .	1 6 1	0 19 8	22 0 0	74 3 0	O	O	19 9 7	O
Slaugham . .	..	..	..	..	..	..	..	..
Southwick . .	..	..	O	75 0 0	O	O	..	O
Steyning . .	3 9 0	0 11 0	O	11 10 0	10 0 0	..	O	..
St. Leonards .	..	..	..	..	..	..	..	..
Wadhurst . .	8 12 5	6 0 0	0 13 6	50 0 0	O	5 0 0	..	..
Westbourne ..	..	..	..	..	..	..	..	..
Withyham (St. John) . .	..	..	..	12 0 0	O	O	13 10 0	O
WILTS.								
Avebury . . .	..	..	..	14 0 0	O	13 8 8	6 10 0	..
Bradford . .	3 5 9	2 2 1	..	30 5 6	13 8 6	..	33 15 0	0 15 0
Chippenham .	3 14 10	2 6 0	..	60 0 0	10 12 3	10 0 0	27 0 0	4 11 7½
Compton Bassett	..	..	..	..	..	..	..	..
Cricklade . .	0 19 0	0 10 11	..	26 3 0	0 15 10	O	25 7 11	1 14 9
Derryhill in Calne	0 17 0	1 13 3	3 9 9	30 0 0	O	O	20 0 0	O
East Knoyle .	0 7 0 books given	1 6 0	O	40 0 0	..	6 1 2	8 0 0	..
Fisherton Anger	..	..	30 0 0	..	35 0 0	15 14 9	..	..

GENERAL OBSERVATIONS.

Schools greatly indebted to the labours of those who gratuitously superintend them. Most of the first class of boys draw maps; arithmetic carried to some extent; the third class read much better than the first class, in proportion. The girls read well and answer well in Scripture; examination limited for want of time.

Children are well taught in Scripture; express themselves well in writing; are intelligent; reading, writing, and arithmetic, very good; improved, especially the boys, since last inspection. Both teachers painstaking. Girls' school noted as very pleasing at last visit.

Children not completely examined. Girls appear to be taught with pains and intelligence. Discipline good. Room for improvement in the boys' school.

Girls read well; write and answer questions fairly. Boys write and do arithmetic fairly. More might be done for their reading and discipline. I recommended the master to get the boys to commit more Scripture to memory.

Care taken in teaching the catechism; slate writing fair. More might be done in teaching the Scriptures, and in reading. Children quiet and orderly.

Spelling and reading fair.. Children not deficient in quickness. Room for improvement in the method and discipline

Room for and prospect of improvement.

Master painstaking; more might be done for the discipline of his boys, and the lower classes ought to follow more closely the first, in intelligence and arithmetic. Reading might be improved. Mistress recently appointed, apparently very pleasing and intelligent; trained at Whiteland's; girls imperfectly examined.

Instruction fair, not carried beyond the ordinary rudiments. More progress should be made in reading, especially by the lower children. Exercises in composition would be of service. Discipline orderly.

Instruction very satisfactory. Children are intelligent; are taught the Scriptures well; read well; lower classes of the boys' school not examined. Children quiet and orderly. Teachers appear to be methodical and painstaking.

Order and discipline very satisfactory. Instruction in all respects satisfactory, considering that the boys spend half the day in horticulture. Painstaking with the religious teaching. Singing good. School appears advanced since last inspection.

Each school 15 × 15; room for improvement in the instruction.

Instruction of the boys very satisfactory; appears improved since last inspection. Children not examined throughout. Room for improvement in the instruction of the girls.

Children have a fair knowledge of Scripture. Room for improvement in the method and discipline of the boys' school. Church accommodation for the children very imperfect.

Girls answer with intelligence; learn Scripture every week. All the more advanced children at harvest-work, which has nearly broken up the boys' school at this time. Children orderly. Girls remarkably neat and clean.

Room for improvement in the discipline and instruction of the boys. Girls taught the Scriptures well. The elder ones learn the Thirty-Nine Articles. Mistress appears to take pains, with intelligence, in the right direction.

Room for improvement in the method and instruction. The school has only been open two years. A portion of the room used as an infant school.

Girls, on the whole, nicely taught. Room for improvement in the instruction of the boys.

School examined on the first day of assembling, after six weeks' vacation. The children having been only under instruction a year, many of the boys have learned a fair quantity of Scripture. Master appears very anxious for the improvement of his children.

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Date of Inspection	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a Verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules.		ARITHMETIC. Working Sums in Proportion, and the higher Rules.	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Heytesbury. .	Oct. 1	45	37	27	16	5	10	23	31	9	6	18	12	0	0	0	1*d.* and 0
Holt. . . .	Oct. 3	22	17	6	8	11	3	14	15	8	2	13	4	1	0	0	2*d.*
Landford . .	Nov. 13	40	23	14	6	13	9	13	7	13	10	12	10	6	3	0	1*d.*
Melksham . .	Sept. 24	44	32	4	1	12	14	26	17	10	12	23	12	9	0	4	2*d.* and 1*d.*
Mere . . .	Oct. 30	52	65	22	26	8	19	31	37	16	13	13	16	9	0	0	2*d.*, 1½*d.*, 1*d.*
Southbroom in Devizes.	Sept. 24	33	21	9	13	14	1	18	11	15	3	20	8	6	0	0	0
Swindon (Old).	Oct. 6	80	58	20	24	17	15	39	35	41	23	39	36	19	2	0	1*d.* and 0
Whiteparish .	Nov. 11	38	..	9	..	14	..	8	..	13	..	6	..	1	..	5	6*d.*, 4*d.*, 2*d.*, 0
Wootton Bassett	Oct. 9	46	64	13	26	9	20	39	37	7	27	..	..	..	..	..	. .
SCHOOLS under a MASTER, with Assistance																	
BERKS.																	
Appleton . .	May 13	23	0	8	0	6	0	4	0	9	0	4	0	2	0	3	. .
Arborfield . .	May 9	39	24	10	7	19	10	11	3	24	10	14	3	12	7	4	2*d.* and 1*d.*
Stanford . .	Mar. 20	47	35	16	10	8	5	17	14	15	12	16	11	0	0	0	3*d.*, 1½*d.*, 1*d.*
Sunningdale .	June 30	38	20	10	3	2	6	20	10	18	10	26	14	..	..	..	2*d.*
BUCKS.																B.G.	
Brickhill (Little)	April 16	33	20	14	12	7	3	0	0	13	6	3	2	1	0	3 1	1*d.* and 0
Claydon (Steeple)	April 15	34	11	25	11	0	0	11	0	0	0	..	..	..	..	..	. .
Leckhampstead, endowed.	April 14	12	0	..	..	1	..	..	..	6	0	2	0	2	0	0	6*d.* and 0
Marston (North)	Mar. 28	13	0	0	0	7	0	0	0	13	0	4	0	6	0	0	. .
Marsworth . .	Mar. 11	16	3	3	1	5	0	2	0	9	2	2	1	3	0	3	6½*d.*, 5½*d.* 4½*d.*
Stoke Goldington	April 17	19	6	7	2	3	3	15	2	4	4	4	4	0	0	0	1*d.*
Thornborough .	April 14	School shut up on account of the want of a master															
Whaddon . .	April 16	14	0	12	0	..	..	6	0	0	0	2	0	0	0	0	10*d.* and 6*d.*
Winslow . .	Mar. 28	25	0	4	0	7	0	7	0	18	0	0	0	1	0	4	3*d.*, 2*d.*, 1*d.*

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls						
										£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
3	2	2	1	3	1	0	0	0	0	38 0 0	£33 + 8*l.* 10*s.* for house and taxes.	..	..	3 0 0	..
1	1	4	0	1	0	1	0	0	0	30 0 0	25 0 0	..	..	..	..
5	2	2	4	2	3	1	1	0	0	£40		0	0	..	..
..	..	..	..	..	..	..	..	..	..	45 0 0	35 0 0	..	0	1 11 8	..
3	4	3	1	0	3	0	1	0	1	50 0 0	20 0 0	1 14 0	..	1 15 2	..
5	1	1	0	3	0	0	0	0	0	£40 + house.	25 0 0	..	..	8 17 9	..
13	5	5	4	5	3	1	0	0	0	52 10 0	30 0 0	0	3*d.* & ½*d.* a-week.	1 17 4	0
4	..	5	..	1	..	0	..	0	..	..	..	..	..	..	..
10	7	3	3	1	6	0	4	0	0	..	..	..	..	..	..

from a SEWING MISTRESS when attended by GIRLS.

2	0	1	0	1	0	0	0	0	0	..	..	..	..	..	..
6	3	4	1	1	3	0	1	1	0	£30 + cottage & garden	5 0 0	..	3 1 0	2 12 0	2 3 6
9	3	5	3	0	3	0	2	0	0	40 0 0	10 0 0	..	..	0	..
5	3	4	1	2	2	1	0	0	0	40 0 0	5 15 0	..	..	1 15 10	0
1	0	5	0	1	1	1	0	0	0	£26 7*s.* 8*d.* + pence and house.		0	0	0 7 6	0 3 0
All under 7.						Most under 6.				..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	1	2	0	1	0	1	0	0	0	36 0 0	..	..	..	..	..
0	1	1	0	1	0	0	1	0	0	50 0 0	0	0	0	1 10 0	2 0 0
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
All under 9, and only 2 above 8.										15 0 0	0	0	0	0	0
0	1	0	2	0	0	0	0	0	0	42 0 0	0	0	0	0 2 0	0

(*Continued on pages* 42, 43.)

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Books and Stationery.	Fuel.	Other Expenses.	Annual Subscriptions and Donations	Annual Collections	Endowments.	Children's Pence.	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Heytesbury . .	3 0 0	2 10 0	3 10 0	36 0 0	O	O	23 0 0	20 0 0
Holt	£10			25 0 0	2 15 6	..	20 0 0	..
Landford . .	1 14 9	0 10 0	14 11 3½	40 0 0	O	O	9 10 9	..
Melksham . .	..	2 4 6	..	38 0 0	2 4 6	6 11 0	18 6 7	..
Mere . . .	3 7 0	2 11 0	7 6 1	49 12 0	O	10 0 0	20 11 9	..
Southbroom in Devizes.	3 8 11	1 14 6	2 4 6	55 0 0	6 0 0	O	21 0 0	..
Swindon (Old) .	3 16 4	6 3 0	O	O	19 7 0	54 19 6	28 8 4	2 3 2
Whiteparish .	..	..	..	..	..	..	..	..
Wootton Bassett	..	..	..	..	..	..	..	..

SCHOOLS under a MASTER, with Assistance

BERKS.								
Appleton . .	..	..	..	..	..	..	..	..
Arborfield . .	1 0 6	1 9 6	1 7 3	31 0 0	O	O	9 12 3	Balance paid by Rector
Stanford . .	3 7 11	0 18 0	..	19 5 0	..	10 16 0	22 0 0	3 10 0
Sunningdale .	1 2 9	O	O	37 13 0	O	O	21 12 0	O
BUCKS.								
Brickhill (Little)	1 9 0	0 15 0	O	27 17 6	O	5 0 0	12 14 0	O
Claydon (Steeple)	..	..	..	..	..	..	..	..
Leckhampstead, endowed.	..	..	..	..	..	10 0 0	..	..
Marston (North)	..	..	..	..	..	..	..	..
Marsworth . .	..	..	..	13 3 0	..	..	..	..
Stoke Goldington	3 0 0	3 0 0	..	45 0 0	5 0 0	O	4 0 0	..
Thornborough .	..	School shut up on account of the want of a master.						..
Whaddon . .	O	O	O	3 13 0	O	10 0 0	5 0 0	O
Winslow . .	5 0 0	0 4 0	O	5 0 0	O	35 0 0	7 4 0	O

GENERAL OBSERVATIONS.

Room for improvement. School visited to a great disadvantage so soon after harvest.

Boys in the first class are taught the Scriptures with intelligence; the master loves his work. The elder girls learn the Gospel for the Sunday.
Scriptural knowledge good, reading good, writing very good. School, on the whole, very satisfactory. Order, discipline, and manners of the children very pleasing.
Room for improvement in the discipline and instruction; in the girls' school too much appears to be left to the monitors; their appearance neat.
Writing good, arithmetic fair. More should be done for the little ones. Mistress pleasing and intelligent. Master, perhaps, should take more pains with the duller children.
Boys taught fairly well. Room for improvement in the girls' school.

Master appears to love his work, and to be very faithful in his post. Girls very clean, neat, and orderly. Examination of the children limited by want of time.
Girls absent on the day of my visit. Boys' writing good; arithmetic imperfect. Boys learn some Scripture. In method and discipline, room for improvement.
Children have been dispersed by the harvest. Writing fair. Room for improvement in the reading and arithmetic. Appearance of the girls neat.

from a SEWING MISTRESS when attended by GIRLS.

An endowed school. Room for improvement. The children of the poor ought not to be taught separately from those of the richer parents. A new incumbent about to reside in the parish.
Children are intelligent. Compose and work sums well; spelling well done; writing fair. Room for improvement in the reading and discipline.

Master anxious to improve and, as I hope, likely to become more efficient. The younger children should be taught elsewhere. Some of the first class have learned the first four sections of the "Faith and Duty."
Writing good; arithmetic, so far as it goes, accurate. Intelligence fair. Reading might be improved. Some Scripture learned. Master gentle, painstaking. Attendance very good. Discipline satisfactory.

Master assisted by a mistress. Teachers painstaking. Reading fair; writing good; arithmetic, so far as it is taught, accurate. Intelligence fair. Some Scripture committed to memory.
An infant school. Perhaps more might be done by the master in questioning the children.
The schoolmaster clerk as well. Room confined.

Master appears intelligent and pleasing, is in weak health. Great difficulty as to funds.
Instruction somewhat scanty; children quiet. More should be done to exercise their intelligence; arithmetic fair; not sufficiently accurate. Great difficulty in raising proper funds.
More might be done by the master for the instruction and intelligence of the children; he is well spoken of. Income about 50*l.* per annum. Area of building, 48 × 18 feet.

. . . . . .

It seemed to me that for the salary (about 20*l.*) a good mistress would be more serviceable. Master absent at the time of my visit.
Master not trained; discipline imperfect; children poorly taught. An endowment of near 50*l.*, but apparently of little service to the place.

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Date of Inspection.	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a Verse in the Gospel without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		Working Sums in the Compound Rules.		Working Sums in Proportion, and the higher Rules.	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
HANTS.																	
Bishopstoke .	April 29	56	0	3	0	26	0	29	0	27	0	24	0	2	0	8	1*d.*
Corhampton .	Dec. 9	26	0	0	0	6	0	6	0	20	0	12	0	5	0	1	
East Tisted. .	Nov. 19	15	18	1	2	13	12	10	12	5	6	8	6	0	0	B 5 | G 6	1*d.*
Hambledon. .	Dec. 10	37	0	16	0	10	0	7	0	12	0	4	0	7	0	2	6*d.*, 4*d.*, 3*d.*, 2*d.*, 1*d.*
Horndean . .	Dec. 11	46	0	5	0	21	0	19	0	27	0	32	0	9	0	5	1*d.*
North Waltham	Nov. 17	28	26	16	9	5	2	13	15	6	6	3	7	5	4	0	1*d.* and 1½*d.*
Preston Candover	Nov. 18	23	0	0	0	15	0	5	0	7	0	9	0	1	0	2	. .
Romsey. . .	Nov. 10	143	0	..	..	46	0	..	..	51	0	..	..	..	..	..	0
Strathfieldsaye .	June 2	42	30	3	4	13	10	13	..	28	11	..	..	..	..	..	. .
West End, in South Stoneham	Nov. 10	44	36	16	15	17	14	19	12	15	17	20	19	2	0	0	1*d.*
Winchester (St. Peter).	April 29	55	36	14	7	9	12	24	16	19	15	21	18	1	0	3	3*d.* and 2*d.*
HERTS.																	
Abbots Langley	March 6	65	0	22	0	27	0	36	0	29	0	20	0	8	0	7	. .
Hatfield. . .	Jan. 31	80	0	20	0	37	0	45	0	35	0	54	0	9	0	4	1*d.*
Hemel Hemstead	Feb. 3	58	0	15	0	18	0	35	0	23	0	28	0	16	0	0	1*d.*
Hoddesden . .	Feb. 17	28	0	11	0	7	0	12	0	14	0	9	0	2	0	0	1*d.*
North Mimms, Walham Green	March 4	43	0	3	0	20	0	18	0	25	0	12	0	13	0	9	1*d.*
Shenley . . .	Jan. 27	38	0	4	0	20	0	13	0	25	0	19	0	12	0	1	5*d.*, 3*d.*
Welwyn. . .	April 28	51	0	2	0	16	0	3	0	35	0	22	0	1	0	1	2*d*, 0

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen.		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
7	0	5	0	3	0	4	0	2	0	53 0 0	0	0	0	0	0
3	0	0	0	1	0	1	0	0	0	..	..	..	..	..	..
0	3	3	3	0	2	0	2	1	0	£45 + house, garden, & firing.	..	0	0	..	..
..	..	..	..	..	..	..	..	..		£75 This account includes the income and expenditure of the mistress's school.		0	0	0 4 3	12 0
9		3		1		3		1		£30 + pence.	..	..	..	5 9 8	..
..	..	..	..	..	..	..	..	..	..	37 0 0	7 18 0	0	0	1 0 0	..
6	..	1	..	2	..	0	..	0	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	45 0 0	0	0	0 5 0	33 10 0	6 10 0
6	11	11	..	5	..	3	..	0	..	..	..	..	..	..	..
9	4	4	1	0	4	0	0	0	0	£21 + pence, and house and garden.		0	0		
6	3	2	1	1	3	0	0	0	0	60 0 0	..	0	2 12 0	..	0
8	0	6	0	4	0	1	0	1	0	30 0 0	..	..	..	16 3 1	1 1 5
20	0	9	0	9	0	3	0	4	0	39 0 0	0	3 0 0	0	2 14 6	..
10	0	14	0	0	0	3	0	0	0	65 0 0	0	0	0	6 2 4	0 2 0
3	0	3	0	4	0	1	0	1	0	£50 + house.	..	..	..		
0	4	0	4	0	3	0	1	0	2	50 0 0	0	0	0	..	..
..	..	..	..	..	..	..	..	..	..	£45 + house.	..	..	..	1 14 0	0
6	0	2	0	6	0	2	0	0	0	£50 + pence.	0		..	..	..

(*Continued on pages* 46, 47.)

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Books and Stationery.	Fuel.	Other Expenses.	Annual Subscriptions and Donations.	Annual Collections.	Endowments.	Children's Pence.	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
HANTS.								
Bishopstoke	1 0 0	..	0	40 0 0	0	0	13 0 0	0
Corhampton	..	..	..	..	..	..	..	..
East Tisted	3 0 0	..	..	20 0 0	0	20 0 0	5 0 0	..
Hambledon	0	1 13 0	24 16 10	64 2 0	8 19 4	0	19 18 10	0
This account includes the income and expenditure of the mistress's school.								
Horndean	0 14 1	0 17 3	..	26 12 6	0	0	..	..
North Waltham	..	..	..	0	0	0	8 2 8	..
Preston Candover	12 0 0	..	..	..	..	..	..	..
Romsey	4 0 0	1 0 0	..	50 0 0	15 0 0	0	0	0
Strathfieldsaye	..	..	..	..	..	..	..	..
West End, in South Stoneham.	£5			10 0 0	..	0	10 10 0	..
Winchester (St. Peter)	8 0 0	0 18 7½	1 2 6	55 0 0	10 0 0	0	36 0 0	..
HERTS.								
Abbots Langley	7 4 1½	2 8 0	3 5 0	57 6 0	..	9 4 2	..	..
Hatfield	3 10 0	2 10 0	0	49 15 0	0	0	20 8 8	..
Hemel Hemstead	1 9 5	1 13 6	11 7 8	18 0 0	20 0 0	25 0 0	13 0 0	..
Hoddesden	School not open a year.			..	..	0	..	..
North Mimms, Walham Green	..	..	..	55 0 0	..	0	7 0 0	0
Shenley	1 3 0	2 1 6	0	35 0 0	..	..	12 0 0	..
Welwyn	..	..	..	0	..	58 0 0	..	0

GENERAL OBSERVATIONS.

Master trained at Winchester; appears quiet, painstaking. His school much improved since the last visit. His boys are taught the Holy Scriptures well; read with intelligence; are exercised in composition; writing and arithmetic good. Some knowledge of geography and grammar. Discipline satisfactory.

Writing very good. Intelligence and knowledge of the Scriptures respectable; singing good; good progress made through the school in reading. Master gentle and pleasing. Discipline good.

Instruction most satisfactory. Children are regularly worked through the school. Intelligence, knowledge of Scripture, reading, writing, and arithmetic, all remarkably good. Children sing well; have a respectable knowledge of geography. Discipline very satisfactory. A night-school during the winter months.

A few of the elder ones well taught. Room for improvement in the instruction of the rest. Discipline satisfactory.

Knowledge of Scripture and intelligence very pleasing; good progress made in other matters; lower classes well taught. Master appears to love his work, and to aim at the right end. Some boys attend from the workhouse, intelligent and clean; doing well.

Master intelligent and pleasing; instruction fair.

Knowledge of Scripture very satisfactory; reading, writing, and arithmetic, respectable. Master, pains-taking and capable. School visited at a disadvantage, on account of master's recent illness.

Knowledge of Scripture and intelligence pleasing and satisfactory; writing and arithmetic very good; reading respectable. Lower classes not examined from want of time. These ought to be in an infant school. Children quiet and orderly.

Knowledge of Scripture very satisfactory; exact knowledge of the map of Palestine and England; writing very good; reading might be more distinct and firm; arithmetic fair. Master understands, and appears to love his work. Attendance very good. Nearly one-fourth of the population at school. Very good building; over-full.

School appears on the whole to be much improved since last visit. More might yet be done in exercising the intelligence, and in learning Scripture by heart. Master appears to be pains-taking and faithful; children orderly.

Knowledge of Holy Scripture very satisfactory. The children might be somewhat more perfect in the Church Catechims; are exercised in composition; appear greatly interested in the instruction given. Reading might be more full and articulate; children are orderly.

Instruction of the first class in the Holy Scriptures very satisfactory. More pains apparently should be bestowed by the master, especially in the lower classes.

Instruction very good. Discipline respectable. Proper school-house and play-ground much to be wished for.

Instruction scanty in amount, and not very intelligently given. Master does not want for capacity or pains, but scarcely aims at the most important matters first.

Instruction left too much to monitors; scanty, and not satisfactory. Attendance bad; of 48 children, 20 absent. No questioning of the children, without a printed question by the proper teachers of the school. Good building.

Excellent attendance. School in all respects in a highly satisfactory state. Master appears to love his work. Building not well ventilated or warmed.

Instruction very satisfactory. Children are exercised in composition, and taught with great intelligence. A printing press in use attached to the school, from which music, as well as ordinary printing, is sent out. Children quiet and orderly.

Knowledge of Scripture satisfactory. Pains taken successfully with the reading, which yet needs more accuracy. Writing and arithmetic might be improved. Master has recently been in ill-health.

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Date of Inspection.	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a Verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules.		Working sums in Proportion, and the higher Rules.	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Kent.																	
Barming . .	July 8	29	28	14	11	5	8	0	0	11	14	7	8	2	2	2	2*d.*
Bethersden . .	Oct. 20	13	0	6	0	5	0	1	0	6	0	1	0	2	0	1	1½*d.*
East Farleigh .	July 7	School building closed on account of the sudden and necessary absence of the master. A new and more conveniently-situated building in contemplation.															
Hartley, Fawkham, and Longfield.	June 19	18	19	4	7	5	2	6	10	12	9	7	9	5	4	0	6*d.*, 3*d.*, 0
Hoo	July 24	41	26	18	12	11	7	24	14	17	12	11	10	5	1	0	3*d.*, 2½*d.*
Stockbury . .	July 8	35	29	11	11	9	7	8	7	9	7	12	7	0	0	0	3*d*, 2*d.*, 1*d.*, 0
Surrey.																	
Farnham Common.	July 29	28	28	0	1	13	9	16	28	12	0	18	23	4	1	1	. .
Haslemere . .	Dec. 2	35	0	11	0	6	0	22	0	13	0	9	0	9	0	3	. .
Kennington, Regency Place.	July 15	65	37	40	28	8	2	0	0	14	3	14	4	2	0	0	2*d.* and 1*d.*
North Brixton .	,,	Inspection deferred, on account of the illness of the teacher.															. .
Rotherhithe, United Society School.	Dec. 17	59	0	6	0	7	0	0	0	41	0	6	0	0	0	15	. .
Sussex.																	
Bosham . .	June 13	56	52	35	30	8	10	46	39	10	13	11	12	3	3	0	0
Eastergate . .	June 11	46	42	17	15	15	14	35	31	8	8	13	10	7	4	0	. .
Hadlow Down .	April 4	70	41	14	11	26	12	39	22	22	9	14	9	17	13	B. G 13 2	3*d.* and 1*d.*
Newhaven . .	April 11	64	49	30	19	21	9	32	26	32	23	25	26	5	3	8	2*d.*, 1*d.*, 0
Stoughton and Racton.	June 12	32	34	13	13	9	12	18	19	10	13	9	16	4	3	5	1*d.*
West Hoathly .	April 21	37	49	16	12	13	11	28	36	9	13	11	18	12	11	0	. .
Worthing . .	May 28	81	0	..	0	..	0	..	0	..	0	..	0	15	0	6	. .

Above Ten and under Eleven Years.		Above Eleven and under Twelve		Above Twelve and under Thirteen		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d	£. s. d.	£. s. d.	£. s. d.	£. s. d	£. s. d.
2	2	3	5	0	4	3	2	0	0	20 0 0	..	0	0	..	..
..	..	..	..	..	..	..	..	..	..	£23+£11 as clerk.	..	0	0	0 14 0	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	2	2	2	2	1	0	1	1	0	22 10 0	0	0.	0	0 12 0	2 19 0
5	4	3	2	0	1	1	0	0	0	20 0 0	..	0	0	0	0
2	2	1	2	0	1	0	0	0	0	29 6 5	..	2 4 0	..	0 4 9	0 4 10
5	9	4	3	1	1	2	0	0	0	..	..	..	..	..	..
6	0	1	0	2	0	1	0	0	0	..	..	..	..	..	..
1	0	2	1	0	0	0	0	0	0	£40 + pence.	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6	4	5	4	1	3	0	2	0	1	31 4 0	10 0 0	0	0	2 0 0	0
1	3	1	3	0	2	0	0	0	0	12s. a-week.	4s. a-week	..	..	..	..
12	10	5	5	6	2	0	0	0	0	£30		..	..	..	..
..	..	..	..	..	..	..	..	..	..	£70		0	2 0 0	..	..
4	4	2	4	0	2	0	2	0	2	40 0 0	12 12 0	..	..	..	2 3 0
2	1	4	4	3	3	1	1	0	2	65 0 0	5 0 0	S. Sch. 2 12 0	0	..	0 10 0
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

(*Continued on pages* 50, 51.)

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Books and Stationery.	Fuel.	Other Expenses.	Annual Subscriptions and Donations.	Annual Collections.	Endowments.	Children's Pence.	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
KENT.								
Barming . .	..	..	..	20 0 0	0	0	0	0
Bethersden . .	..	1 8 0	0	17 0 0	0	0	5 0 0	11 0 0
East Farleigh .	..	..	..	..	..	..	..	..
Hartley, Fawkham, and Longfield.	1 6 9	2 10 0	1 15 0	24 0 0	0	0	20 0 0	0
Hoo . . .	0 15 0	..	0	23 0 0	0	0	25 0 0	£3, needlework.
Stockbury . .	0 7 10½	1 9 10	1 4 0	..	..	..	16 6 5	..
SURREY.								
Farnham Common	..	..	..	..	..	..	..	..
Haslemere . .	..	..	..	..	..	..	..	..
Kennington, Regency Place.	..	..	..	..	..	..	30 0 0	..
North Brixton .	..	..	..	..	..	..	..	..
Rotherhithe, United Society School.	..	..	..	..	..	..	..	..
SUSSEX.								
Bosham. . .	2 0 4	2 6 6	0 14 0	37 7 0	0	0	12 4 6	0
Eastergate . .	..	.	..	..	..	..	..	..
Hadlow Down .		£8*	0	22 0 0	0	0	22 0 0	0
Newhaven . .		£10*		55 0 0	0	0	35 0 0	..
Stoughton, and Racton	1 9 0	3 10 0	3 11 0	61 0 0	4 0 0	0	9 0 0	0
West Hoathly .	3 17 6	2 17 6	..	9 12 0	0	0	15 0 0	..
Worthing . .	..	..	..	..	..	..	..	..

* Including Furniture Apparatus and Repairs.

GENERAL OBSERVATIONS.

A proper building much needed. Room for improvement in the instruction. Some of the girls, through the pains of some ladies in the village, learn the Epistle or Gospel for the Sunday. Arithmetic of the boys, so far as it goes, fair.

School inspected on the first day of their being assembled after harvest and hop-picking.

. . . . . .

Fair progress made in reading; a good deal of Scripture learned; intelligence of the children might be more exercised. Discipline very satisfactory.

Room for improvement in the instruction and discipline. Master gentle in manner.

Reading articulate. Children are taught with great pains and fair intelligence. Catechism repeated accurately. Garden and play-ground well furnished and well kept. Discipline good.

Religious knowledge very satisfactory; writing good; arithmetic respectable; reading might be improved; some knowledge of other matters. Master intelligent and pains-taking. School improved since last visit.

Intelligence respectable; writing fair; arithmetic good. Room for improvement in the reading and discipline.

Children read well; are taught the Scriptures with intelligence; are in good order when under the master's eye. Master appears to do his work with intelligence, fidelity, and diligence.

. . . . . .

Writing, very fair; reading and arithmetic not accurate; discipline unsatisfactory. The rules of the school excellent, if they were kept.

Children of the first class (which is small) are taught well. More attention should be given to the lower classes, and to the discipline and classification of the whole.

The first class read well, and are well taught in the Scriptures. An acre of good garden-ground attached to the school; and the elder boys are employed half the day in horticulture. The ground appears well kept.

The school an excellent specimen of what may be effected in a district reclaimed from the waste, by the constant pains of the clergyman, with very humble means. Instruction very satisfactory; carried beyond the ordinary rudiments. Children clean, and very orderly.

A few of the children answer fairly; perhaps the rest had scarcely justice done to them from the mode of my examination. Too much dependence appears to be placed on the simultaneous answering from the gallery. Singing good.

Instruction very satisfactory, especially in the most important matters. The children are taught the Scriptures with pains, intelligence, and reverence. Reading good; arithmetic good; singing very good. Some knowledge of geography. Discipline very satisfactory.

Instruction satisfactory. Children answer well in the Scriptures. Teacher quick, intelligent, and pains-taking.

Boys not deficient in quickness and intelligence; are but little exercised in composition; have a fair knowledge of Scripture. Room for improvement in reading and arithmetic.

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Date of Inspection.	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight		Able to read a Verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules		Working Sums in Proportion, and the higher rules.	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Wilts.																	
Charlton . .	Nov. 12	28	5	10	3	8	0	18	5	10	0	11	0	1	0	0	
Devizes . . .	Sept. 25	89	Children not examined. Some remain regularly till 14 years of age. Considerable progress in music and book-keeping. Fair progress in drawing and mental arithmetic. Mode of instruction peculiar.														. .
Highworth . .	Sept. 23	36	42	1	4	13	12	21	30	15	12	6	10	3	2	2	2*d.* and 1½*d.*
Pewsey . . .	Sept. 26	35	24	9	14	11	5	21	9	10	4	10	7	7	0	0	2*d.*
Swallowcliffe .	Nov. 11	26	39	11	14	10	16	7	8	7	11	7	8	5	7	0	. .
Swindon, New .	Oct. 6	56	74	11	27	15	17	28	41	28	31	27	33	4	5	4	4*d.*, 3*d.*, 2*d.*
Tisbury . . .	Oct. 29	33	32	7	6	16	13	12	20	21	12	7	20	7	0	8	1*d.* and 0
Warminster .	Oct. 1	173	0	38	0	20	0	81	0	54	0	60	0	22	0	0	. .
Warminster (Union.)	Oct. 28	Children only partially examined. Some of the answers in Scripture pleasing. Writing respectable; reading imperfect.															. .
																	SCHOOLS under
Berks.																	
Beenham . .	Mar. 17	29	21	10	10	10	7	21	17	8	4	19	11	0	0	0	. .
Brightwell . .	May 13	30	33	15	15	1	8	3	2	1	2	8	7	3	5	0	2*d.*, 1*d.*
Burghfield . .	June 3	41	37	16	15	8	9	..	..	..	..	14	20	0	0		2*d.*, 1*d.*, 0
Cholsea . .	May 12	22	29	8	7	7	11	1	6	5	7	3	7	2	2	0	2*d.* and 1*d.*
Harwell . .	Mar. 18	0	57	0	24	0	9	0	50	0	7	0	17	0	10	0	3*d.*, 1½*d.*
Harwell . . .	,,	21	0	15	0	5	0	13	0	3	0	4	0	0	0	0	3*d.*, 1½*d.*
Hermitage . .	Mar. 17	18	21	10	3	1	7	9	10	2	9	5	14	0	0	0	1*d.*, ½*d.*, 0
Hinton . . .	Mar. 20	14	21	13	15	0	2	0	0	0	0	0	0	0	0	0	..
Sparsholt . .	Mar. 19	17	37	13	14	0	10	1	0	0	7	0	0	0	0	0	1*d.*, 0
Steventon . .	,,	28	19	7	8	10	3	11	7	9	5	12	10	5	0	0	2*d.*, 1*d.*

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen		Above Thirteen and under Fourteen		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls						
										£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
3	0	1	0	4	0	0	0	0	0	26 0 0	0	0	0	1 15 0	0 15 0
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7	7	7	6	0	4	1	0	0	0	39 15 0	..	0	0	10 3 7	0
..	..	..	..	..	..	..	..	..	..	32 0 0	8 8 0	0	0	0 7 2	0
..	..	..	..	..	..	..	..	..	..	26 0 0	..	..	..	..	..
7	4	7	11	3	1	0	1	1	0	..	..	..	..	..	..
3	2	4	7	3	0	1	0	2	2	..	43 10 0	..	..	..	..
26	0	13	0	6	0	2	0	2	0	58 12 0 and gratuities	0	9 12 0	2 8 0	9 4 6	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

a MISTRESS.

6	1	0	3	1	2	0	0	0	0	..	..	..	..	..	..
1	2	0	4	0	3	0	1	0	0	..	8s. per week.	..	Board & lodging.	0	1 1 4
6	3	1	3	0	1	0	1	0	0	..	30 0 0	0	0	..	..
3	2	1	3	1	4	0	3	0	1	..	£11+ pence	0	0	..	..
0	8	0	6	0	2	0	2	0	0	..	..	..	Uncertain; school about to be reorganized.		
2	0	0	0	0	0	0	0	0	0	..	..	..			
1	3	1	2	0	3	0	2	0	0	..	20 0 0	..	0 12 0	5 13 5	0 6 6
1	3	0	1	0	1	0	0	0	0	..	4s. a-week	0	0	0	0
0	4	0	5	0	3	0	1	0	0	£5 for Sunday School.	£6+pence	0	0	1 10 0	1 10 10
4	0	3	2	0	1	0	0	0	0	..	£35+ house and coals.	..	..	1 0 11	..

(*Continued on pages* 54, 55.)

SCHOOLS in which Boys and Girls are taught, apart, under a Master and a Mistress.	Books and Stationery.	Fuel.	Other Expenses.	Annual Subscriptions and Donations.	Annual Collections	Endowments.	Children's Pence.	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d	£. s. d.
Wilts.								
Charlton . .	1 1 0	2 0 0	4 10 0	24 0 0	O	O	8 0 0	O
Devizes . . .	..	..	..	..	..	..	..	..
Highworth . .	0 7 6	2 0 0	..	3 3 0	O	27 8 0	16 1 5	O
Pewsey . . .	3 18 4	1 4 0	7 0 11	14 15 0	O	O	32 0 0	O
Swallowcliffe .	..	..	..	20 0 0	..	..	..	..
Swindon New .	..	..	..	..	..	..	..	..
Tisbury . . .	..	..	..	..	..	45 0 0	..	..
Warminster. .	13 1 9½	..	..	88 3 6 Includes Girls' and Infants' School.	85 3 2	..	..	..
Warminster (Union).	..	..	..	..	..	..	..	..
SCHOOLS under								
Berks.								
Beenham . .	..	..	..	..	..	..	..	..
Brightwell . .	0 17 5½	1 10 0	O	2 0 0	All deficiency supplied by rector.			
Burghfield . .	1 10 0	2 0 3	..	19 0 0	O	O	14 10 0	O
Cholsea . . .	..	2 10 0	..	17 0 0	..	O	12 0 0	..
Harwell. . .	..	..	..	..	..	..	..	..
Harwell. . .	Uncertain; school about to be reorganized. A new vicar just come into residence.							
Hermitage . .	1 2 11	1 0 0	3 4 9	10 15 0	4 6 10½	O	5 6 5½	Incumbent makes up deficiency.
Hinton . . .	By clergyman.	5 cwt. of coal.	..	10 10 0	O	O	Uncertain.	O
Sparsholt . .	6 0 0	2 0 0	..	5 10 0	O	3 10 0	4*s.* 6*d.* per week.	O
Steventon . .	0 11 0½	3 14 1	5 4 6	10 0 0	..	..	16 12 0	2 19 6

GENERAL OBSERVATIONS.

Room for improvement in instruction and discipline.

. . . . . .

Room for improvement in the discipline and instruction.

Substantial building; pains taken with the ventilation. School visited at a disadvantage so soon after harvest.

Knowledge of the Scriptures pleasing; reading fair; arithmetic respectable; writing tolerable. Children clean, quiet, and orderly.

School excellently well fitted, under a master and an assistant, who have received the best training, and two paid monitors. If it were not for the shifting of the population, it ought to be one of the best-taught schools in England.

Instruction of the first class satisfactory in the Scriptures; fairly intelligent; good writing; reading might be improved; lower classes not well taught.

The three lower classes taught in a separate room, with a gallery. School-building, play-ground, and arrangements most satisfactory. Instruction very satisfactory. Examination incomplete.

. . . . . .

a MISTRESS.

The elder class commit either the Epistle or the Gospel for the week to memory.

Great pains taken with the religious instruction.

Knowledge of the Scriptures in the first class satisfactory; writing good; arithmetic fair; reading might be improved.

Instruction and discipline very satisfactory. Children well taught in the Scriptures; are somewhat exercised in composition. Mistress appears to have a natural taste and qualification for her work.

Mistress painstaking; appears worthy of being trained.

. . . . . .

Children cleanly dressed; some of the elder ones learn by heart the Epistle or Gospel for the Sunday every week. Mistress has not been long at her post.

Room for improvement. Some of the children said their catechism fairly.

Room for improvement. Mistress appears likely to derive benefit from being trained.

Mistress assisted by her husband in the writing and arithmetic. Pains taken with the lower classes. A good deal of Scripture learned through the school.

SCHOOLS under a Mistress.	Date of Inspection	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a Verse in the Gospels without blundering		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules.		ARITHMETIC. Working Sums in Proportion, and the higher Rules.	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Bucks.																	
Bletchley . .	Mar. 26	19	22	11	9	3	13	11	14	0	3	0	3	0	0	0	. .
Claydon (Steeple)	April 15	0	32	0	12	0	8	0	24	0	8	0	6	0	4	0	1*d.*
Claydon Botolph	April 16	6	8	6	6	..	..	..	..	..	..	..	..	..	..	..	. .
Fulmer . . .	April 18	21	35	13	12	0	6	21	26	0	9	3	15	0	0	0	1*d.*
Leckhampstead	April 14	12	9	10	7	0	0	12	2	0	0	0	0	0	0	0	. .
Stoke Hamond .	Mar. 11	15	6	5	0	1	2	1	0	1	2	2	2	0	0	0	2*d.* and 1*d.*
Hants.																	
Aldershott . .	July 28	25	49	11	16	8	23	10	13	7	24	5	21	0	0	0	. .
Alresford, Old .	Dec. 5	0	31	0	0	0	13	0	11	0	20	0	16	0	0	0	School
Bighton. . .	Nov. 20	18	20	9	7	2	4	18	20	0	0	5	7	3	2	0	1*d.*, ¾*d.*, and $\frac{1}{12}$*d.*
Blendworth .	Dec. 11	7	20	6	3	0	8	2	8	0	9	0	10	0	0	0	. .
Broughton . .	Aug. 1	9	32	5	8	0	18	..	..	..	..	..	2	0	9	0	. .
Buriton . . .	Dec. 3	4	27	0	0	7	20	..	..	..	..	..	..	..	..	..	1*d.* and 0
Chalton . . .	Dec. 6	11	10	4	4	0	3	1	3	0	0	..	..	..	..	..	3*d.*
Chawton . .	Nov. 19	17	35	5	5	3	15	10	17	7	18	5	13	4	13	..	1*d.*
Chilbolton . .	Aug. 1	7	18	0	0	4	7	1	10	4	2	4	4	0	0	0	3*d.*, 2*d.*, 0
Clanfield . .	Dec. 10	7	17	5	14	7	1	1	7	0	0	0	0	0	0	0	3*d.*
Colemore . .	June 9	14	12	3	2	4	4	6	3	2	6	6	6	0	0	0	2*d.*, 1½*d.*, 1*d.*
Compton . .	April 30	25	26	12	7	7	18	19	16	6	10	4	13	3	6	B.G. 3 1	2*d.* and 1*d.*
Cross, in Portsea	Dec. 12	..	..	..	..	..	..	..	..	0	0	..	..	0	0	0	. .
Durley . . .	Nov. 28	19	19	8	5	4	4	14	14	5	5	7	4	0	0	0	1*d.* and 2*d.*
Fontley, in Fareham.	Nov. 4	15	34	11	13	1	7	9	22	1	8	3	13	0	3	0	0
Fratton, in Portsea.	Dec. 12	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	. .
Hambledon .	Dec. 10	6	54	6	25	0	15	6	31	0	23	0	22	0	3	0	6*d.*, 4*d.*, 3*d.*, 2*d.*, 1*d.*
Hawkley . .	Dec. 4	25	31	9	14	1	4	25	16	0	5	8	8	0	3	0	1½*d.* and 1*d.*

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen.		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
0	2	1	0	0	1	0	0	0	0	..	£18+ pence	0	0	..	..
0	3	0	2	0	4	0	0	0	3	..	..	..	School mainly supported by the squire and the clergyman		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	2	1	2	0	3	0	2	0	1	..	20 0 0	0	0	2 16 11	1 0 4½
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	1	0	1	1	0	1	0	0	0	..	£15+ pence	0	0	Balance of expense on rector.	
2	10	1	6	0	1	0	4	0	1	..	..	..	..	..	..
held three days in a week, besides Sunday, and taught by some ladies, who also supply all expenses.													..	..	..
3	2	3	0	0	5	0	1	0	1	..	20 0 0	..	..	..	..
0	2	0	3	0	2	0	0	0	0	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	5	1	2	0	6	0	2	0	5	..	34 0 0	..	4 0 0	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3	3	2	2	0	5	0	4	0	1	..	30 0 0	0	0	3 9 3	1 17 1
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	1	1	4	0	0	0	0	0	0	..	20 16 0	0	0	0 7 0	0 8 0
1	5	2	0	0	4	0	0	0	0	..	12 0 0	0	0	..	0 9 0
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	2	1	2	0	1	0	0	0	0	..	£7 + house and pence.	..	..	..	..
0	1	0	4	1	3	0	2	0	1	..	30 1 3	..	1 13 11½	7 2 6	..
..	..	..	..	..	..	..	..	..	..	..	15 0 0	..	..	..	..
0	6	0	4	0	5	0	4	0	2	..	..	..	The account of the expenditure under the master's school.		
4	1	0	5	0	1	0	2	0	1	..	£25 + house.	0	0	..	..

(*Continued on pages* 58, 59.)

SCHOOLS under a Mistress.	Books and Stationery.	Fuel.	Other Expenses.	Annual Subscriptions and Donations	Annual Collections	Endowments.	Children's Pence.	Other Sources of Income.
Bucks.								
Bletchley . .	..	..	..	..	..	..	..	..
Claydon (Steeple)	..	..	..	..	..	..	..	..
Claydon Botolph	..	..	..	..	..	..	..	..
Fulmer . . .	3 11 10½	2 1 0	..	27 0 0	0	0	9 0 0	0
Leckhampstead	..	..	..	..	..	..	..	..
Stoke Hamond .	..	..	..	7 0 0	0	0	..	0
Hants.								
Aldershott . .	..	..	..	..	..	..	..	..
Alresford, Old .	..	..	..	..	..	..	..	..
Bighton. . .	..	..	..	12 0 0	0	0	..	..
Blendworth. .	..	..	..	..	..	..	..	..
Broughton . .	..	..	..	..	..	..	..	..
Buriton. . .	..	..	..	20 0 0	0	0	..	..
Chalton . . .	..	..	..	..	..	..	..	..
Chawton . .	4 2 4	1 6 0	22 0 3	50 0 0	0	..	..	..
Chilbolton . .	..	12 7 6*	..	0	Rector makes up all deficiency. 0	0	12 0 0	..
Clanfield . .	..	..	..	..	..	..	..	..
Colemore . .	0 11 6	1 18 0	0 10 0	3 0 0	0	0	4 11 8	..
Compton . .	2 4 0	0 10 0	0	4 8 0	0	0	12 12 3	0
Cross, in Portsea	..	..	-	..	..	..	..	..
Durley . . .	..	..	..	0	0	0	..	0
Fontley, in Fareham.	2 9 4½	1 7 0	..	40 16 6	0	0	0	0
Fratton, in Portsea	..	..	..	..	..	..	..	..
Hambledon. .	..	..	..	..	..	..	..	..
Hawkley . .	..	5 0 0	0	3 0 0	0	0	9 0 0	0

* Including Furniture, Apparatus, and Repairs.

GENERAL OBSERVATIONS.

Room for improvement. Some valuable instruction given in the Sunday school. Difficult to raise proper funds.
Appearance of the children pleasing. Some answer nicely when examined in the Holy Scriptures.

An excellent building, recently erected.
Children are very clean; they read well, sing well, and get on fairly in other respects.
Room for improvement.
Straw-plaiting is apparently more attended to than the instruction of the children. A prospect of improvement. New building.

Children know a good deal of Scripture; read firmly and equably, not very correctly. Mistress painstaking and loving her work. Very pleasing; discipline excellent. All the movements made with singing.
Very pleasing. A good deal of Scripture learned. Some of the girls express themselves in writing very well. Proper school-room greatly needed.

Children learn chapters of Scripture. Discipline pleasing.

Good singing. The first class answer nicely in Scripture. More might be done for the little ones and for the needlework. Children quiet and orderly; countenances pleasing.
Mistress able to teach but little. Children orderly; much indebted to the pains of the clergyman's wife.
Instruction, discipline, and school-building most satisfactory in all respects.
Some verses of Scripture learned. Writing taught to some elder children in an evening school.
Instruction very satisfactory. Children read with intelligence; are exercised in composition. Sunday sermon written out by several of the children. Singing excellent. Discipline very satisfactory.
Good school-room. Children very clean and orderly. Reading good; writing fair; spelling respectable.
A very pleasing specimen of a dame's school. Mistress quiet and sensible.
School improved since last inspection, especially in the knowledge and teaching of Scripture.

Discipline and instruction excellent; scriptural knowledge most gratifying; intelligence very good; arithmetic well taught; writing and reading satisfactory. School greatly indebted to the pains of the clergyman's wife and other ladies. School-mistress painstaking and very efficient.
Besides needlework, girls are taught to wash, iron, and clean knives. The boys plait straw. Mistress bears an excellent character. Instruction, perhaps, might be enlarged, without interfering with the industrial teaching.
Instruction improved since last visit. Children clean. An evening school two evenings a-week.

Intelligence fairly satisfactory; some knowledge of Scripture. Mistress would be improved by proper training.
Mistress untrained. Funds raised with difficulty. Room for improvement in the instruction and discipline.
Children know more than I was able to extract from them by questioning. Writing fair; reading tolerable; knitting and needlework good. The Faith and Duty learned. Proper school rooms needed.
School originally built for an union of parishes; half the building now applied to the clergyman's residence. Instruction of some of the elder girls satisfactory. A prospect of improvement with regard to the rest.

SCHOOLS under a Mistress.	Date of Inspection.	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a Verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules.		Working Sums in Proportion, and the higher Rules.	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Hill, in Shirley.	Nov. 14	7	30	4	8	0	10	7	23	0	7	0	12	0	0	0	2*d.* and 1½*d.*
Hook, in Newenham.	July 30	34	24	14	24	6	9	7	15	14	14	13	15	0	0	0	1*d.*
Itchen Stoke .	Nov. 17	14	24	3	6	4	6	0	0	4	3	1	0	0	0	0	. .
Lyss . . .	Dec. 3	25	27	13	7	4	9	0	0	3	4	0	0	0	0	0	1*d.* and 0
Meon Stoke. .	Nov. 26	6	22	2	3	0	5	4	13	0	5	0	0	0	0	0	. .
Owslebury . .	April 30	16	25	9	9	3	10	10	15	2	3	4	11	0	0	0	1*d.*
Preston Candover	Nov. 18	0	12	0	0	0	12	0	6	0	6	0	12	0	1	0	6*d.*, 3*d.*, 0
Privet . . .	Dec. 8	29	20	8	4	5	9	18	9	11	11	9	3	6	10	0	. .
Romsey . .	Nov. 10	0	94	..	..	0	14	..	..	0	14	0	..	0	..	0	0
Ropley . . .	Nov. 20	30	34	18	13	1	8	17	23	3	9	4	11	0	0	0	2*d.*, 1*d.*, 0
Selborne . .	Nov. 21	34	44	16	27	2	3	5	8	4	5	3	5	1	0	0	1*d.*
Steep . . .	Dec. 4	17	16	11	4	1	9	4	5	3	7	3	8	0	0	0	1*d.*
Strathfieldsaye, Beech Hill.	June 3	15	22	0	2	2	9	9	9	3	7	8	8	0	1	0	. .
Strathfieldsaye, Beech Hill.	,,	16	7	16	7	A dame-school, feeder to the one above. All the children under 6.											. .
Upham . . .	Nov. 27	9	16	0	0	4	5	5	13	4	3	8	10	1	1	0	2*d.*, 1*d.* 0
HERTS.																	
Abbots Langley	Mar. 6	0	48	0	9	0	14	0	44	0	0	0	29	0	0	0	3*d.*, 2*d.*
Ayot St. Peter .	Feb. 24	7	16	4	2	1	10	6	9	1	7	1	6	0	0	0	1*d.*
Bayford. . .	Feb. 11	19	21	0	1	16	18	2	3	17	18	..	..	4	11	0	1*d.*, ½*d.*
Benjeo (Tamwell School).	Feb. 12	15	15	8	2	1	6	15	15	0	0	0	0	0	0	0	½*d.*
Bennington. .	Feb. 18	18	32	11	19	2	9	11	20	7	12	7	13	0	0	0	2*d.*, 1*d.*, ½*d.*
Bovingdon (the Little Hay).	Feb. 6	0	24	0	2	0	10	0	12	0	12	0	9	0	5	0	. .
Bramfield . .	Mar. 5	6	24	0	10	0	6	6	8	0	4	5	6	0	0	0	1*d.*
Datchworth. .	Feb. 28	25	35	2	2	7	14	9	12	6	11	4	8	4	5	0	1*d.*
Digswell . .	Jan. 30	11	22	10	7	1	4	0	8	1	6	1	6	0	0	0	0

Above Ten and under Eleven Years.		Above Eleven and under Twelve		Above Twelve and under Thirteen		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
..	..	..	..	..	..	..	..	..	..	..	20 0 0	..	0 6 0	See the account of the Shirley, Hants, schools.	
4	2	1	4	0	2	0	1	0	0	..	£30 + pence.	0	0	..	2 4 6
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	4	2	3	0	1	0	0	0	0	..	£16 + house.	0	0	..	..
0	3	0	1	0	1	0	0	0	0	..	..	..	..	..	..
0	1	0	2	0	0	0	0	0	0	..	£21., £[illegible] 0	0	0	0 2 6	0 15 0
..	..	..	..	..	..	..	..	..	..	..	26 0 0	..	..	..	..
3	5	1	3	1	0	1	1	0	1	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	26 0 0	..	..	2 12 3	..
..	..	..	..	..	..	..	..	..	..	..	26 0 0	0	0	3 0 0	0
..	..	..	..	..	..	..	..	..	..	..	25 0 0	..	..	1 10 0	..
..	..	..	..	..	..	..	..	..	..	..	20 0 0	..	..	0 5 0	0 5 9
4	1	0	4	0	1	0	0	0	0	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	3	0	2	2	0	..	4	0	0	..	21 0 0	0	0	..	0 10 0
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	0	1	0	0	0	1	0	0	0	..	22 0 0	..	..	..	..
7		6		3		2		2		..	£27 + board and lodging.	..	..	..	..
1		3		1		0		0		..	10 0 0	..	..	..	..
5		1		4		3		2		..	35 0 0	1 0 0	..	0 7 0	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	1	0	0	0	1	0	0	0	1	..	25 0 0	..	..	..	1 0 0
7	1	1	6	3	4	0	3	0	2	..	20 0 0	0	0	13 5 7	..
0	2	0	0	0	4	0	1	0	0	..	£24., £24., 0	..	..	..	..

(*Continued on pages* 62, 63.)

SCHOOLS under a Mistress	Books and Stationery	Fuel.	Other Expenses.	Annual Subscriptions and Donations.	Annual Collections	Endowments	Children's Pence	Other Sources of Income
	£. s. d.	£. s. d.	£. s. d	£. s. d	£. s. d	£. s. d.	£ s d	£ s. d.
Hill, in Shirley.	..	..	..	..	..	..	..	..
Hook, in Newenham.	4 1 9	2 12 9	0	38 2 0	0	0	0	0
Itchen Stoke .	..	..	..	..	..	..	..	..
Lyss. . . .	..	..	..	7 0 0	0	7 0 0	6 0 0	0
Meon Stoke .	..	..	..	..	..	..	..	..
Owslebury . .	0 14 6	1 18 0	..	6 0 0	0	11 16 0	5 5 0	0
Preston Candover	..	..	..	..	..	..	..	..
Privét . . .	..	..	..	..	..	..	..	..
Romsey . . .	3 0 0	1 0 0	10 0 0 rent.	30 0 0	15 0 0	0	0	0
Ropley . . .	3 0 0	4 0 0	..	28 0 0	..	0	..	0
Selborne . .	9 0 0	3 10 0	..	22 8 6	0	9 10 0	..	..
Steep . . .	0	1 1 4	0	..	..	..	..	..
Strathfieldsaye, Beech Hill.	..	..	..	..	..	..	..	..
Strathfieldsaye, Beech Hill.	..	..	..	..	..	..	..	..
Upham . . .	3 7 0	3 0 0	1 0 0	10 0 0	0	0	10 14 2	0
Herts.								
Abbots Langley	..	..	..	..	..	..	..	..
Ayot St. Peter .	..	15* 0 0	..	Supported by Lord Melbourne and the rector				
Bayford . .	Supported by squire and his family.			..	..	..	..	..
Benjeo (Tamwel School).	..	..	..	..	..	..	..	..
Bennington .	5 19 0	1 8 10	0 11 7	25 5 0	0	0	10 17 1½	0
Bovingdon (the Little Hay).	This and the other schools of the parish chiefly supported by the squire, with some subscriptions from the clergyman and other quarters.							
Bramfield . .	1 10 0	4 10 0	..	29 10 0	0	0	3 17 0	..
Datchworth .	1 12 9	1 19 3	5 11 3½	29 0 0	0	1 10 0	8 0 0	0
Digswell . .	..	..	..	10 0 0	Rector supplies deficiency.			

* Including Repairs, Furniture, &c.

GENERAL OBSERVATIONS

Children orderly. More might be done for their instruction. Mistress gentle and pleasing in appearance.

More might be done for the instruction and intelligence of the children. Mistress strict. Room cold. No underlining to the tiles. Floor of brick

Children quiet and orderly; elder ones learn the Gospel and Collect for the Sunday. Some knowledge of geography

The first class have learned the Faith and Duty thoroughly, and are taught with intelligence. More might, perhaps, be done by the mistress to bring forward the lower classes in proportion.

Great difficulty in the way of proper funds My examination not so successful as it should have been in bringing out the knowledge of the children.

Improved since last inspection, especially in the children committing more Scripture to memory

Mistress painstaking, teaches the Scriptures well. More method desirable. Room for improvement as to the writing and arithmetic.

Instruction and discipline excellently well managed. Mistress trained at Salisbury

Children know a good deal of Scripture, they did not pass a very good examination. I was not able, from want of time, to go through the school. New building and proper arrangements much needed.

Elder girls answer well in Scripture. Writing and reading fair. Room for improvement in the instruction of the lower classes. Marching and singing pleasing

Good and substantial building. Children have been under instruction a year and a half, and are fresh collected from a wild district. Discipline satisfactory and instruction advancing.

Room for improvement in the instruction and discipline

Scriptural knowledge and intelligence very satisfactory; reading and writing very good; arithmetic, so far as it goes, accurate, Catechism taught with pains and intelligence. Singing good. Mistress trained at Reading.

Catechism, hymns, and first elements of reading taught.

Instruction satisfactory; children properly classed, and taught the Scriptures with understanding; have some knowledge of geography. Room well supplied with maps. Discipline very good. School greatly indebted to the pains of the clergyman's daughter. Singing excellent.

Children very clean and orderly. Building new; well fitted in all respects. School recently opened. All very promising.

The instruction, so far as it goes, given with great care and pains, and very thoroughly. Discipline very good.

Highly satisfactory in all respects, and specially in those of most importance.

School supported by the landowner. The elder children commit to memory six verses of Scripture a-week.

A pleasing school. Children very clean and orderly. More, perhaps might be done to lead their minds out of the beaten track.

Children clean and orderly Straw plaiting keeps the children from school.

A new school-room in contemplation. Some of the elder children answer nicely in the Scriptures Mistress gentle in manner

Children answer respectably in Scripture, make progress in reading, write well, do arithmetic fairly. Children clean Mistress appears to take pains with seriousness in her work

Teacher appears methodical and painstaking. More should be done for the intelligence of the children.

SCHOOLS under a Mistress.	Date of Inspection.	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a Verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules.		Working Sums in Proportion, and the higher Rules.	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Furneaux Pelham	Feb. 20	19	52	4	7	3	21	14	25	5	27	2	26	0	0	0	1*d.*, 0
Great Gaddesden	Mar. 3	2	27	2	5	0	15	1	0	0	22	0	18	0	3	0	0
Hatfield . .	Jan. 31	0	33	0	0	0	13	0	22	0	11	0	0	24	0	0	1*d.*
Hatfield (The Lodge School.)	,,	4	29	4	2	0	16	4	16	0	13	0	7	0	0	0	6*d.*, 3*d.*
Hemel Hempstead.	Feb. 3	0	25	0	1	0	17	0	0	0	9	0	5	0	4	0	2*d.*, 0
Ickleford . .	Feb. 25	40	66	17	26	2	13	25	37	3	6	23	43	2	2	0	1*d.*
King's Langley	Feb. 7	1	30	1	4	0	13	1	17	0	13	0	0	0	0	0	..
Leavesden . .	Mar. 10	16	34	11	8	1	11	14	21	2	13	2	13	0	0	0	2*d*, 1*d.*,
North Mimms, Water End.	Mar. 4	1	38	0	6	0	11	0	19	0	11	0	18	0	0	0	0
Pirton . . .	Feb. 25	41	57	19	17	9	19	11	21	6	13	11	19	1	6	B 0 G 3	1*d*
Sacombe . .	Feb. 17	12	17	10	5	1	3	8	12	0	3	2	12	0	0	0	..
Sandon . . .	Feb. 19	13	13	4	4	0	3	13	10	0	3	5	4	0	0	0	2*d.*, 1½*d.*, 1*d.*, 0
Stapleford (Bull's Mill School.)	Feb. 12	12	24	6	7	2	4	10	22	2	2	3	11	0	0	0	0
Wallington . .	Feb. 27	12	21	3	4	0	10	7	7	5	14	1	9	0	4	0	1*d.*, ½*d.*, 0
Weston . . .	,,	41	26	24	10	4	5	36	19	5	7	11	11	0	0	1	2*d.*, 1*d.*
Willian . . .	Feb. 26	25	12	15	5	1	2	17	8	8	4	7	4	0	0	0	2*d*, 1*d.*, 0
Yardley . . .	Feb. 18	26	40	13	20	7	5	16	16	10	4	12	16	0	0	0	3*d.*, 1.

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
6	12	1	4	2	9	0	3	0	2	..	£10 + pence, and cottage and garden.	..	..	0	0
0	4	0	3	0	3	0	2	0	0	..	25 0 0	..	..	..	..
0	4	0	4	0	3	0	1	0	0	..	25 0 0	..	..	11 8 4½	..
0	3	0	6	0	4	0	0	0	0	..	38 0 0	..	..	3 5 10	..
0	5	0	5	0	4	0	1	0	0	..	25 0 0	..	..	3 4 5	3 5 2
5	4	3	2	1	4	1	4	0	1	..	27 6 6	14 7 0	8 5 0	9 5 4	..
0	2	0	10	0	3	0	3	0	1	..	..	..	..	..	..
0	4	0	2	0	6	0	0	0	0	..	20 0 0	..	..	..	3 13 9
0	0	0	4	0	1	0	2	0	0	..	25 0 0	..	..	..	..
4	4	3	7	1	5	0	5	0	2	..	38 6 6	6 8 0	9 16 6	9 2 8	..
0	0	0	0	0	0	0	1	0	0	..	£20+ residence.	..	..	..	..
0	3	0	0	0	1	0	0	0	0	..	20 0 0	0	0	5 0 0	0
3		5		1		1		0		..	40 0 0	10 0 0	..	3 7 0	..
..	..	..	..	..	..	..	..	..	..	..	20 0 0	2 0 0	..	3 12 6	..
5	1	2	3	0	3	1	2	0	2	..	20 0 0	15 0 0	0	3 8 2	0 13 0
1	1	0	1	0	0	0	1	0	0	..	30 0 0	..	..	6 4 10	..
6		10		5		0		0		..	33 4 0	..	4*d.* & 1*d.* a-week.	1 10 0	0

(*Continued on pages* 66, 67.)

SCHOOLS under a Mistress.	Books and Stationery.	Fuel.	Other Expenses.	Annual Subscriptions and Donations	Annual Collections	Endowments.	Children's Pence.	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Furneaux Pelham	1 10 0	0 16 4	0	10 6 0	0	8 11 0	8 0 0	..
Great Gaddesden	..	..	..	..	..	..	..	..
Hatfield . .	..	..	..	..	..	..	..	..
Hatfield (The Lodge School.)	..	..	..	69 19 0	30 0 10½	United for the girls' and infant schools.		
Hemel Hempstead.	1 9 4	6 7 6	12 15 9	39 5 2½	..	12 5 0	2 9 11	..
Ickleford . .	..	2 11 6	0 11 2	26 0 0	Clergyman pays the balance.		19 0 3	..
King's Langley	..	..	..	..	..	..	..	..
Leavesden . .	2 1 3	6 9 0	Under £5	22 3 6	1 18 5	0	13 4 6	0
North Mimms, Water End.	..	..	..	70 0 0	25 0 0	0	0	0
Pirton . . .	..	3 14 11	2 12 6	5 0 0	Clergyman pays the balance.		15 0 4	..
Sacombe . .	..	..	..	..	..	..	..	..
Sandon . . .	0 12 0	2 10 0	..	12 0 0	0	0	..	0
Stapleford (Bull's Mill School.)	2 0 0	3 17 0	0	0	0	0	0	0
Wallington . .	..	1 19 1	..	5 0 0	Balance of expense paid by rector.	3 6 10	4 5 2	..
Weston . . .	6 0 0	2 10 0	..	28 0 0	0	3 0 0	11 0 0	0
Willian . . .	0 8 3	..	2 2 6	27 10 0	0	..	6 16 11	..
Yardley . . .	0 15 0	2 0 0	0	12 0 0	3 0 0	10 0 0	Incumbent makes up deficiency.	

GENERAL OBSERVATIONS

Instruction in the Scriptures highly satisfactory. Intelligence of the children exercised. What was done in arithmetic was well done. Writing satisfactory. Attendance and discipline good

Instruction fairly satisfactory. More should be done to exercise the intelligence of the children It seems desirable also that more Scripture should be learned by heart Mistress appears painstaking School-room low and confined A school for boys much needed. Population above 1100, chiefly at a distance from the church.

Children are taught the Scriptures well, are clean and orderly Slate writing and reading good, would be benefited by more questioning

Children taught the Scriptures excellently Read well, write well. Arithmetic, not much progress Some serviceable instruction, as awakening the children's interest, is given by object lessons. Discipline very good.

Reading very good. Writing good. Arithmetic, little progress Work good Mistress's influence appears to have effect through the school in a very happy manner. Children quiet, pleasing, and very clean.

Great pains taken with the school, which has been only open ten months Straw plaiting introduced Nearly one-fifth of the population in the daily school Squire assists the clergyman by granting allotments to those only that send their children to school

Children very clean Slate writing good Reading good Intelligence but little increased. Mistress trusting too much to monitors, and questions answered by rote. She is an excellent needlewoman, which is of special use to the district

Children clean, quiet, and orderly More might be done to exercise their understandings. There appears to have been a less active superintendence of the school than when I visited it last year

Children quiet and orderly. Instruction respectable

Children received as soon as they will sit quiet, being set to plait straw. Arrangement of the school peculiar and ingenious Instruction satisfactory, remarkably so in the first class Reading and arithmetic excellent Much of the instruction given collectively to half the school at once while their fingers are engaged with straw. Discipline very good. Arrangements the same as at Ickleford.

School supported by the landowner

Room for improvement Mistress likely to be benefited by training.

Room for improvement in the instruction of the children Mistress keeps her children quiet, and appears to have a good moral influence over them Some of the elder children have learned by heart two or three chapters of Scripture Mistress has a daughter who sings well, and might apparently be trained into an efficient teacher

Children read well, can compose a little answer respectably in Scripture. Discipline good A large portion of the population attend the school.

Children remarkable for cleanliness. A looking-glass hangs in the school Combs and brushes are given as rewards Some knowledge of the Map of Europe and of geography, given by some ladies

Lower classes better taught in proportion than those above. Children articulate distinctly, are very quiet and orderly.

Music very good. Great pains taken by the clergyman, both in the instruction of the children and in providing them with proper games.

SCHOOLS under a Mistress.	Date of Inspection.	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules.		ARITHMETIC. Working Sums in Proportion, and the higher Rules	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Kent.																	
Bethersden . .	..	5	19	5	7	0	3	0	0	0	2	0	2	0	0	0	1½*d.*
Paul's Cray .	June 25	15	24	9	10	0	4	0	0	2	10	3	6	0	0	0	..
Surrey.																	
Addington . .	Dec. 15	14	36	3	10	0	5	14	27	0	9	6	14	0	0	0	1*d.*
Chaldon . .	Dec. 16	7	10	4	1	0	6	7	10	0	0	0	0	0	0	0	0
Haslemere . .	Dec. 2	0	27	0	9	0	8	0	22	0	5	0	0	0	0	0	..
South Lambeth	July 16	0	45	0	2	0	25	0	15	0	30	0	22	0	7	0	2*d.*
Shirley . . .	Dec. 15	25	33	9	13	2	7	22	16	3	7	8	9	0	0	0	1*d.*
Wrecclesham .	July 30	25	32	10	11	6	11	14	14	11	18	10	14	0	0	0	1*d.*
Sussex.																	
Albourne . .	April 8	7	13	3	4	0	2	7	6	0	7	0	9	0	0	0	3*d.* & 1*d.*
Burcombe . .	April 2	Building shut up at the time of my visit. In the winter the Mistress receives the scholars at her house; in the summer she removes with them to the school, to which the access is said not to be easy.															
Broadwater . .	May 27	9	33	5	14	2	14	4	7	2	13	1	8	0	0	0	..
Burpham . .	June 10	32	26	8	6	2	3	6	6	13	16	8	14	4	1	0	2*d.*
Falmer . . .	April 1	35	47	17	13	7	17	..	..	15	28	15	31	3	5	1	1*d.*
Hartfield Union	..	0	32	Girls read well and answer with intelligence, although so abashed in manner that answers were obtained with difficulty.													
Isfield . . .	April 3	Examination of the children declined by the clergyman. School aided by a Treasury Grant of £50, October 1, 1835. 37 children in attendance under a mistress. Two rooms, each 16×24. A cottage attached.															..
Merston . . .	June 11	9	7	3	1	2	4	7	2	2	5	..	..	..	..	..	1*d.*
Portslade . .	May 29	30	33	0	0	15	18	14	12	16	21	15	14	11	14	B. 1 G. 1	1*d.*
Ripe and Chalvington.	April 10	16	12	5	4	4	3	10	7	6	5	7	7	1	0	0	1*d.*
Sayer's Common	April 8	22	28	10	13	1	1	18	21	4	7	9	8	0	0	0	1*d.*

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen		Above Thirteen and under Fourteen		Above Fourteen Years of Age.		Master's Annual Stipend	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	2	0	1	0	1	0	0	0	0	..	..	..	..	..	..
0	3	0	3	0	6	0	0	0	0	..	£24+ pence and house.	..	..	..	..
0	3	0	0	0	0	0	0	0	0	..	9 2 6	0	..	..	..
0	3	0	2	0	4	0	0	0	0	..	..	..	..	..	..
0	9	0	8	0	0	0	3	0	1	..	36 15 0	..	..	8 18 8	0 11 6
1	2	0	3	0	2	0	1	0	0	..	£15+ pence and cottage.	..	..	..	..
3	4	4	2	0	2	0	3	0	2	..	20 0 0	0	0	0 3 0	..
0	4	0	1	0	1	0	1	0	0	..	£29+ house.	..	..	1 7 4	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	0	0	3	0	3	0	2	0	1	..	..	..	..	..	..
1	2	2	3	0	0	0	2	0	0	..	30 0 0	..	..	..	..
1	5	3	4	0	5	1	1	1	2	..	40 0 0	..	..	0	0
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	1	1	1	0	2	0	0	0	0	..	12 0 0	0	0	0	5 0 0
5	4	1	3	0	3	0	0	0	0	..	£17+ pence	0	0	12s. 4d.	
5	1	1	3	0	0	0	2	0	0	..	20 0 0	0	0	3 4 5½	..
3	2	0	2	0	3	0	0	0	1	..	£20+ house and coals.	..	..	..	15 0 0

(*Continued on pages* 70, 71.)

SCHOOLS under a Mistress.	Books and Stationery.	Fuel.	Other Expenses	Annual Subscriptions and Donations.	Annual Collections	Endowments.	Children's Pence.	Other Sources of Income.
KENT								
Bethersden	..	..	..	..	..	..	..	..
Paul's Cray	..	..	..	..	..	..	..	..
SURREY.								
Addington	5 0 0*	..	7 0 0	30 0 0	..	..	9 0 0	..
Chaldon	..	..	..	Supported by Rector.				
Haslemere	..	..	..	..	..	..	..	..
South Lambeth	2 1 6	12 16 5½	33 11 5	84 8 9	..	20 0 0	17 7 0	20 0 0
Shirley	5 0 0*	..	16 0 0	£30		0	9 0 0	..
Wrecclesham	2 7 6	..	0 7 8	14 19 0	0	0	6 6 3	Balance made up by clergyman.
SUSSEX.								
Albourne	0 11 0	2 2 0	..	38 0 0	7 16 11	0	..	..
Barcombe	..	..	..	..	..	..	..	..
Broadwater	..	..	..	..	..	..	..	..
Burpham	..	..	..	..	..	..	..	..
Fa'mer	3 0 0	1 10 2	32 0 0	26 0 0	0	0	13 10 0	..
Hartfield Union	..	..	..	..	..	..	..	..
Isfield	..	..	..	..	..	..	..	..
Merston	1 10 0	0 15 0	0	12 0 0	0	0	2 10 0	0
Portslade	5 1 8	4 16 0	7 14 2	38 0 0	0	0	13 10 10	0
Ripe and Chalvington.	8 12 9½	0 15 10½	5 3 6	36 6 0	0	0	7 5 10	..
Sayer's Common	1 5 6	4 14 0	..	25 0 0	..	5 0 0	..	..

* Including Furniture, Apparatus, and Fuel.

GENERAL OBSERVATIONS.

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School would be improved by more attention to the ventilation.

Needlework very good. Reading and writing respectable. Arithmetic no great progress. Some of the elder girls answer very well, and learn passages of Scripture by heart. Children clean. Excellent school-room, well fitted in all respects.

Children remarkably clean. Some Scripture learned by heart. Discipline good.

Reading good. Knowledge of Scripture and intelligence very satisfactory. Faces and hair clean and neat.

Children read well, and answer well in Scripture. Manners and countenances most pleasing. Are taught with great kindness and intelligence. Very clean.

Reading of the first class very good. Considerable knowledge of Scripture. Very good answers in the History of England given by some of the children. Children happy because kindly treated. Room for improvement in the method of classification.

The children of the first class are taught the Scriptures well. Some of their answers very intelligent. School appears to have made considerable progress since my last visit.

Pains are taken in catechising the children. Singing good. Excellent building.

. . . . . .

Instruction in the Scriptures very satisfactory. Reading very good. Intelligence good. Arithmetic scanty. A little geography. Children very quiet, clean, and orderly. Mistress appears to be painstaking, accurate, and capable; anxious for her children's improvement.

Instruction in some instances in the Scriptures very satisfactory. Writing fair. Room for improvement in arithmetic, spelling, reading and composition. Children quiet and orderly.

Scriptural knowledge most satisfactory. The first class can express their thoughts well in writing. Some knowledge of grammar, geography, English History, and Natural History. Manners and countenances of the children remarkably in their favour. Mistress trained at the Home and Colonial Infant School; assisted part of the day by a youth trained at Battersea. Of an afternoon the elder boys work in the garden while the girls sew.

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School making progress.

Children read with understanding; are taught the Scriptures excellently; have a little knowledge of geography. Some have been exercised in composition. Discipline most satisfactory. Mistress does her work sensibly, and in the right spirit.

School well filled with requisite materials for teaching. Children quiet. Room for improvement as to their intelligent instruction. Needlework good.

Improvement since last year. More might still be done with the reading. Teacher painstaking. Children clean, quiet, and orderly.

SCHOOLS under a Mistress.	Date of Inspection.	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a Verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules.		Working Sums in Proportion, and the higher Rules	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Sompting . .	May 29	Inspection postponed on account of change of mistress, and necessary absence of clergyman.															. .
Storrington . .	June 10	2	42	2	13	0	8	2	33	0	9		14	0	0	0	. .
Warbleton . . (Bodle-street).	April 3	7	18	5	9	1	2	3	6	0	0	3	6	0	0	0	. .
Worthing . .	May 27	0	53	0	1	0	29	0	42	0	11	0	29	0	0	0	. .
WILTS.																	
Biddestone . .	Oct. 9	17	5	14	4	1	1	4	1	1	0	1	0	0	0	0	1½*d.* and 1*d.*
Bowerchalke .	Nov. 12	25	36	13	10	2	5	13	10	6	18	5	15	3	0	0	1*d.* and ¾*d.*
Brixton Deverill	Oct. 31	5	28	1	8	1	11	4	5	0	8	0	1	0	0	0	. .
Devizes . . .	Sept. 25	0	52	0	17	0	19	0	35	0	17	0	23	0	0	0	1*d.*
Donhead St. Mary	Nov. 12	16	27	10	8	2	6	15	17	1	10	3	6	0	1	..	. .
Fonthill Bishop	Oct. 29	6	10	5	5	0	1	0	0	0	0	0	0	0	0	0	1*d.* and 0
Imber . . .	Oct. 28	22	19	Notes of reading not preserved.				6	4	2	7	4	2	0	8	0	. .
Lydiard Millicent	Oct. 10	16	28	10	9	1	7	15	20	1	8	5	13	1	4	0	2*d.* and 1*d.*
Marden . . .	Sept. 26	8	6	6	2	0	1	1	4	0	0	1	1	0	0	0	1*d.*
Norton Bavant.	Oct. 28	8	18	2	6	3	7	6	15	2	3	2	3	0	0	0	1*d.*
Patney . . .	Sept. 5	8	10	4	5	2	3	4	3	0	0	3	1	0	0	0	1*d.*
Semley . . .	Oct. 31	12	21	2	5	6	5	7	13	5	8	3	4	2	1	0	1*d.*
Stert. . . .	Sept. 25	1	5	0	0	0	2	1	5	0	0	..	..	..	..	..	
Stratford sub Castle.	Sept. 30	7	7	2	4	1	3	6	2	1	5	0	3	1	0	0	
Stratton St. Margaret.	Sept 23	17	19	4	3	9	9	8	12	9	7	6	9	5	2	..	2*d.* and 1½*d.*
Trowbridge. .	Oct. 2	0	98	0	36	0	30	0	32	0	23	0	29	0	4	0	2*d.*, 1*d.*, 0
Upton Scudamore	Oct. 2	6	9	5	5	0	3	1	5	0	0	0	0	0	0	0	. .
Warminster. .	Oct. 1	0	82	Children only.				0	43	0	39	Partially examined.					. .

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen		Above Thirteen and under Fourteen		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d.	£. s. d.	£. s. d.	£. s. d	£. s. d	£. s. d.
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	4	0	7	0	3	0	0	0	0	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	20 0 0	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	0	0	0	0	0	0	0	0	0	..	£12 + pence of children.	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	30 0 0	..	..	0 7 6	1 10 8
0	..	0	..	0	..	0	..	0	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	35 0 0	0 0	0	1 0 6	0 4 0
..	1	1	2	0	3	0	1	0	2	..	..	..	..	..	..
..	1	0	0	0	0	0	0	0	0	..	11 0 0		0	0	0
..	..	..	..	..	..	..	..	..	..	..	16 0 0	0	..	..	..
0	5	0	3	0	1	0	2	0	0	..	20 0 0	0	0	..	..
..	..	..	..	..	..	..	..	..	..	..	£6 10*s.* + pence.	0	0	..	..
2	2	0	0	2	0	0	0	0	0	..	£13 + house, garden, and fees.	0	1 0 0	1 0 0	..
..	..	..	..	..	..	..	..	..	..	..	12 0 0	0	0	0	..
1	2	1	1	1	0	0	0	0	0	..	£8 + pence.	..	..	0 4 0	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	10 0 0	£10 + board and lodging.	0	0 10 6	0 5 6
4	2	0	2	1	1	0	3	0	1	..	20 0 0	0	0	8 12 0	0 3 9
0	13	0	2	0	5	0	2	0	0	..	£20 + lodging	5 0 0	1*d.* a-week.	1 9 11	4 13 2
..	..	..	..	..	..	..	..	..	..	..	11 0 0	0	0	..	..
0	16	0	13	0	6	0	5	0	2	..	£40 + lodging.	..	..	6 4 6	..

(*Continued on pages* 74, 75.

SCHOOLS under a Mistress.	Books and Stationery.	Fuel.	Other Expenses.	Annual Subscriptions and Donations	Annual Collections	Endowments.	Children's Pence	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£ s. d.	£. s. d.	£. s. d.	£. s. d.
Sompting . .	..	..	..	..	..	..	..	..
Storrington . .	..	..	..	..	..	..	..	..
Warbleton (Bodle-street).	..	..	..	..	..	..	..	..
Worthing . .	..	..	..	..	..	..	..	..
WILTS.								
Biddestone . .	..	..	..	14 10 0	2 0 0	..	..	..
Bowerchalke .	6 0 10	0 17 8	..	1 0 0	O	20 0 0	8 14 5	2 0 0
Brixton Deverill	..	..	..	..	..	..	..	..
Devizes . . .	0 9 8	4 16 0	1 8 0	19 11 0	..	19 7 2	10 17 3	2 15 10
Donhead St. Mary	..	..	..	..	..	..	..	..
Fonthill Bishop	2 0 0	1 0 0	..	1 0 0	O	10 0 0	..	O
Imber . . .	..	..	..	14 0 0	..	..	4 10 0	..
Lydiard Milicent	..	..	..	10 0 0	..	..	..	..
Marden . . .	..	About 4*l.*	..	5 0 0	O	O	3 10 0	..
Norton Bavant .	1 2 0	1 10 0	0 7 6	20 11 0	..	..	5 0 0	..
Patney . . .	About £3*		O	..	All paid by the Rector.			..
Semley . . .	0 10 0	2 0 0	1 6 0	12 0 0	O	O	5 15 0	..
Stert. . . .	..	..	..	..	..	..	..	..
Stratford sub Castle.	3 13 4	2 0 0	O	9 4 0	O	O	5 0 0	O
Stratton St. Margaret.	0 18 0	1 4 0	0 6 1	11 9 8	O	O	17 2 1½	2 2 0½
Trowbridge . .	1 3 6	3 8 0	O	34 1 0	O	O	..	O
Upton Scudamore	..	..	..	..	..	..	..	..
Warminster .	See account of Boys' school.							0 19 9½ for work.

* Including Furniture and Apparatus.

GENERAL OBSERVATIONS.

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Scriptural knowledge very satisfactory; intelligence good; discipline very good. Children very pleasing in manners and appearance.
Room for improvement. Clergyman lives at a distance of five miles.

Children clean, quiet, and well ordered; have a good knowledge of Scripture; reading distinct and articulate. One girl writes out good abstracts of the sermons heard. Monitors' needlework good. Lessons given on objects and natural history.

Room for improvement. Mistress seems likely to improve by being trained.

Instruction satisfactory for a school only open 12 months; progress made in knowledge of Scripture; writing good; reading imperfect. The lower classes well attended to; discipline very satisfactory. Mistress trained at Salisbury.
The little children get on well in reading, and are taught hymns. Some of the older ones answer well in Scripture. Writing taught as a favour to a few. School a pleasing one. Boys do not stay beyond eight years of age.
Instruction very satisfactory as to knowledge of Scripture and intelligence. Children not fully examined; very clean.
Children not completely examined. Visited at a disadvantage, so soon after harvest. Neat and pleasing in appearance. Work very good.
A few children under a mistress, who seems to have been put into the post, in order that the endowment might keep her off the parish.
Children not fully examined. Instruction satisfactory in the Scriptures. Children clean, quiet, and orderly.

Instruction in the Scriptures and in the doctrines of the Church satisfactory. Mistress pleasing, and appears to take pains in her post. Children quiet, orderly, and clean. More perhaps might be done in teaching the little ones to read.
New structure; very pleasing in appearance; floor of stone. School interrupted by the harvest, and only recently set on foot.
School visited at a disadvantage, on account of illness in the village, and the children being but lately re-assembled after harvest. A pleasing school; children very clean, quiet and orderly.

What is taught is taught with understanding; mistress has natural quickness, and apparently good temper; would be improved by training.
Pains taken with the reading; writing fair. Some of the children answer well in Scripture. Children quiet. More should be done for the younger ones.

. . . . . .

Children just re-assembled after harvest. Discipline good. Instruction in music very satisfactory. The elder ones attend the church prayers daily, with apparently excellent results.

Discipline good. Instruction (considering the means) highly satisfactory.

The reading, knowledge of Scripture, and intelligence of the upper classes satisfactory. Mistress appears to take pains, with intelligence. The little children should be in an infant school.
Room for improvement. Room 15 × 24.
Reading, intelligence, and knowledge of Scriptures of the two elder classes very satisfactory; these not fully examined; the rest not at all. Music very good; discipline very good. Mistress appears to do her work excellently well in all respects; trained at Salisbury. Building airy and spacious.

SCHOOLS under a Mistress.	Date of Inspection	Numbers present on the Day of Examination.		Unable to read Words of Four Letters at Sight		Able to read a Verse in the Gospels without blundering		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		Working Sums in the Compound Rules.		Working Sums in Proportion, and the higher Rules	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Westwood . .	Oct. 27	23	19	13	7	3	2	10	12	0	0	4	3	0	0	0	1*d.*
Wiley . . .	Sept. 30	19	22	6	12	1	5	11	10	2	0	3	2	0	0	0	. .
Wraxall. . .	Oct. 30	11	14	9	2	0	3	11	10	0	4	0	5	0	0	0	1*d.*
Zeals in Mere .	,,	9	25	5	5	1	9	3	11	0	0	0	0	0	0	0	2*d*, 1½*d.* 0

INFANT SCHOOLS

BUCKS.																	
Mursley . .	Mar. 26	..	..	Children dismissed, on account of the prevalence of an epidemic disease, at the time of my visit.													. .
Princes Risborough	Mar. 12	13	20	13	20	0	0	0	0	0	0	0	0	0	0	0	. .
Tyler's Green in Penn	April 18	34	37	29	33	0	0	10	0	0	0	..	..	..	..	..	1*d.*
Winslow . .	Mar. 28	18	40	13	27	1	2	0	0	0	0	..	..	..	..	..	1½*d.*, 1*d.*
HANTS.																	
Alresford . .	Dec. 5	32	43	20	21	6	5	8	8	4	0	12	6	1	5	..	. .
Alton . . .	Nov. 18	..	..	..	Marching and manual exercises well done.												. .
Buriton . . .	Dec. 3	28	23	25	19	0	0	Order and singing well managed.									. .
Gosport . . .	Nov. 7	98	..	School open but a short time; children not examined.													. .
Portsmouth. .	Nov. 6	98	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1*d.*
Preston Candover	Nov. 18	30	43	..	..	5	8	..	..	..	..	..	..	..	..	..	. .
Shirley . .	Nov. 14	31	28	31	26	..	..	..	..	..	..	..	..	..	..	..	2*d*, 1½*d.*
Strathfieldsaye .	June 2	42	40	37	37	0	0	4	14	0	0	..	..	..	..	..	. .
Tichborne . .	Dec. 8	30	15	16	6	2	3	5	4	6	5	5	7	0	0	0	0
Upham . . .	Nov. 27	17	18	12	12	0	0	17	18	0	0	..	..	..	..	..	. .
HERTS.																	
Berkhampstead	Mar. 7	40	..	School-room excellently well fitted; children appear well disciplined in all respects; singing good; mistress cheerful and lively; all at the expense of Lady Bridgewater; children not examined.													. .
Bovingdon . .	Feb. 6	32	30	23	25	4	3	2	4	4	1	6	2	0	0	0	1*d.*, ½*d.*
Bovingdon (Bourn End).	,,	31	25	16	16	8	4	12	7	7	0	..	..	..	..	..	1*d.*, ½*d.*
Boxmoor . .	Feb. 3	66	27	48	16	1	0	15	20	0	0	7	5	0	0	0	1*d.*

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
2	0	2	0	0	0	0	0	1	0	..	£12+ pence.	..	..	..	..
0	0	0	3	0	0	0	0	0	0	..	..	..	..	..	..
0	2	0	0	0	1	0	0	0	0	..	18 0 0	2 10 0	..	..	..
..	..	..	..	..	..	..	..	..	..	..	8 0 0	0	0	..	..

under a MISTRESS.

..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	4s. a-week	..	..	...	..
..	..	..	..	..	..	..	..	..	..	..	£6 + pence.	..	..	..	..
All but one girl under eight years.										..	£23+ residence.	0	{5 4 0 / 1 6 0}	0	1 10 0
All but one under eight.										..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	22 0 0	..	2 10 0	..	..
As soon as the children can read monosyllables, they are drafted into the older school.															
..	..	..	..	..	..	..	..	..	..	..	35 0 0	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	40 0 0	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	25 0 0	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	40 0 0	0	0	..	..
Children in excellent order; very clean, and attentive to their teacher; knowledge of Scripture and intelligence good; singing very good.; building well fitted and ventilated.													..	..	..
..	..	..	..	..	..	..	..	..	..	..	20 0 0	..	0	..	..
..	..	..	..	..	..	..	..	..	..	..	25 0 0	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	1	0	1	0	0	0	0	0	0	..	..	..	..	..	..
0	1	..	..	..	..	..	..	..	..	..	£45 + coals	..	£4 and £3	..	..

(*Continued on pages* 78, 79.

SCHOOLS under a Mistress	Books and Stationery.	Fuel.	Other Expenses.	Annual Subscriptions and Donations.	Annual Collections	Endowments.	Children's Pence.	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Westwood . .	0 4 0	0 17 0	..	11 0 0	0	0	5 0 0	0
Wiley . . .	..	..	..	..	..	..	..	..
Wraxhall . .	0 12 0	1 0 0	..	18 0 0	1 0 0	0	7 0 0	..
Zeals in Mere .	..	1 7 2	2 10 0 rent.	..	..	..	6 5 11½	..

INFANT SCHOOLS

Bucks.								
Mursley . .	..	..	..	..	..	..	..	..
Princes Risborough.	..	Prospect of improvement.				..	..	..
Tyler's Green in Penn.	1 3 0	2 18 0	0 12 7	14 12 0	0	0	..	..
Winslow . .	..	1 10 0	10 10 0	..	..	..	23 0 0	..
Hants.								
Alresford . .	Instruction highly satisfactory; the Scriptures learned with intelligence. Children clean and orderly; manners very pleasing. The school the result of the pains of some ladies, who pay all expenses, and are constant teachers. Proper school-room much needed.							
Alton . . .	..	..	..	..	..	..	..	..
Buriton . . .	..	..	..	..	..	..	..	..
Gosport . .	..	The school appears to be excellently well managed.						..
Portsmouth .	..	..	..	..	..	..	..	..
Preston Candover	..	..	..	..	..	..	..	..
Shirley . . .	See the account in the Boys' and Girls' school.					..	..	..
Strathfieldsaye .	..	..	..	..	..	..	..	..
Tichborne . .	All expenses paid by Curate.			5 0 0	0	0	0	0
Upham . . .	..	..	..	..	..	..	..	..
Herts.								
Berkhampstead	..	..	..	..	..	..	..	..
Bovingdon . .	..	..	..	100 for all the schools.		0	..	..
Bovingdon (Bourn End) .	..	..	..			0	..	..
Boxmoor . .	..	..	..	..	8 11 4	..	19 17 7	..

GENERAL OBSERVATIONS.

Instruction improved, as I hope, since last visit. Children of the first class learn the Gospel for the Sunday, and answer questions fairly for their age.
Instruction scanty. Three verses of Scripture and the Collect learned every week by the elder children.
Children clean; answer fairly in Scripture. The help of some ladies who have recently left the village greatly missed.
Children do their teacher much credit.

under a MISTRESS.

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A cheerful lively school, under a young mistress, who receives excellent countenance and help.

A very nicely-taught school, much indebted to the pains of some ladies.

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Room for improvement in the instruction.
Room confined.

. . . . . .

Prospect of improvement; singing respectable; clean faces.
Children taught with great intelligence and success.
School excellently well taught by a mistress, trained at the Home and Colonial Infant School; apparently nothing to be desired, save that the children should get on somewhat better in their reading.

. . . . . .

Discipline very good; instruction fair; not very far advanced; excellent building, well placed and well fitted.
A very pleasing school in all respects; teacher painstaking and intelligent, and greatly indebted to the pains of the clergyman's daughter; singing excellent; an evening school for adults three evenings in the week.

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Mistress apparently would be benefited by more training; intelligent and of plain manners; the school-room open two days in a-week, under a mistress for older children; straw-plaiting sadly interferes with good instruction.
Very good building; children taught satisfactorily under a very pleasing and intelligent mistress, trained at the Home and Colonial Infant School.
School in my judgment much improved since last inspection, and specially in knowledge of Scripture and in reading.

INFANT SCHOOLS under a Mistress.	Date of Inspection	Number present on the Day of Examination.		Unable to read Words of Four Letters at Sight.		Able to read a Verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper.		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules		Working Sums in Proportion, and the higher rules.	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Burrham Green	April 28	16	9	11	5		0	0	0	0	0	0	0	0	0	0	1*d.*
Chipperfield .	Feb. 6	40		31		0	0	7	2	0	0	5	2	0	0	0	. .
Hatfield. . .	Jan. 31	20	20	18	19	0	0	..	..	..	..	..	..	..	..	..	1*d.*
King's Langley	Feb. 7	31	9	27	8	0	0	3	1	2	0	..	..	..	..	..	. .
North Mimms, (Water End).	Mar. 4	8	13	6	12	0	0	0	0	0	0	..	..	..	..	..	0
Watford. . .	May 14	45	42	39	29	0	1	A satisfactory school in all respects.						..	..	..	. .
Watton . . .	Feb. 28	24	32	Children not examined; appear to be managed excellently well in all respects by a cheerful, lively mistress.													
West Mill . .	Feb. 20	29	40	25	13	0	5	23	14	0	20	0	16	0	4	0	0
KENT.																	
Ashford . . .	July 2	42		Children clean and orderly; singing good: under the superintendence of the mistress of the girls' school, with help from an assistant.													. .
Cranbrook, (Milk-house-street).	May 22	25	27	20	24	0	0	5	0	0	0	4	0	0	0	0	1*d.*
Eltham . . .	June 20	24	18	24	15	0	0	..	..	..	..	..	..	..	..	..	. .
Greenwich (Burial Ground).	June 6	..	..	..	..	..	..	0	0	0	0	..	..	..	..	..	. .
Greenwich (East Lane).	June 5	86		..	..	0	0	30	10	0	0	..	..	..	..	..	
Maidstone . .	..	111		..	..	..	..	20	..	..	..	..	..	..	..	..	. .
Sheerness . .	July 24	90		Children not examined, appear to be under very happy discipline, and to be taught with intelligence; perhaps more might be done for their cleanliness.													. .
SURREY.																	
Camberwell, Christchurch.	July 22	93		86		Great pains taken with the children, who are in excellent order.											. .
Farnham Common.	July 29	89		79		School much improved since my last visit. The children are taught the Scriptures fairly and know a good many hymns. Are clean and orderly.											. .
Godalming . .	Dec. 1	88		Children not examined. Infant teacher trained at the Home and Colonial Infant School; appears to teach and manage her children remarkably well.													. .
Lambeth (South)	July 16	46	41	38	36	2	1	6	2	4	0	10	0	0	0	0	. .
Merton (Nelson's Fields).	Dec. 23	33	28	18	10	8	9	10	16	5	2	15	18	0	0	0	2*d.* and 0
Rotherhithe. .	July 23	45	49	38	37	0	0	Discipline and instruction highly satisfactory in all respects.									. .
Wandsworth, Garnet-lane.	July 17	35	22	26	18	4	2	9	4	0	0	3	2	0	0	0	. .

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen		Above Thirteen and under Fourteen.		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d	£. s. d.	£. s. d.	£. s. d.	£. s. d	£. s. d.
0	0	0	0	0	0	0	1	0	0	..	15 0 0	0	0	1 7 0	0
All under 8.		..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	25 0 0	..	..	4 16 8½	..
..	..	..	..	..	..	..	..	..	..	..	22 0 0	0 10 0	..	0	..
Mistress an elderly dame, who brings the children into order, and teaches the first elements as a preparation for the more advanced school.													..	..	..
Mistress manages the children well, and gets them on in their intelligence, reading and other matters.													..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	6	0	3	0	4	0	5	0	3	..	25 0 0	..	2 12 0	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	0	0	0	0	0	0	0	0	0	..	30 0 0	..	..	2 11 2½	1 1 9
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	60 0 0	10 0 0	..	11 0 0	..
See account of boy's and girl's school.										..	65 0 0	1 17 6	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..		£57	10 0 0	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	35 0 0	15 0 0	0	..	..
5	8	0	0	0	0	0	0	0	0	..	40 0 0	14 12 0	14 12 0	3 0 0	..
..	..	..	..	..	..	..	..	..	..	..	31 10 0	14 2 4	..	..	..
Instruction of the first class very satisfactory; reading articulate and firm; understanding well exercised; discipline of the whole good. Only two of the children above seven years of age.															

(*Continued on pages* 82 *and* 83.)

SCHOOLS under a Mistress.	Books and Stationery	Fuel.	Other Expenses.	Annual Subscriptions and Donations.	Annual Collections.	Endowments.	Children's Pence	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d	£. s. d.	£. s. d	£. s. d	£. s. d.	£. s. d
Burrham Green.	0 11 0	4 4 0	5 2 3	29 0 0	0	0	3 10 0	0
Chipperfield .	..	..	..	34 0 0	0	0	5 0 0	0
Hatfield. . .	..	..	..	..	..	..	..	..
King's Langley.	2 1 3	5 0 0	..	..	..	..	..	..
North Mimms, (Water End).	..	..	..	..	..	..	..	..
Watford. . .	..	..	..	..	..	..	..	..
Watton . . .	..	..	..	..	..	..	..	..
West Mill . .	..	..	..	10 0 0	..	..	..	28 0
KENT.								
Ashford . . .	..	..	..	..	..	..	..	..
Cranbrook, (Milk-house-street).	..	3 12 0	7 5 0	33 0 0	0	0	10 7 8	..
Eltham . . .	..	..	..	..	..	..	..	..
Greenwich (Burial Ground).	..	..	..	..	..	..	..	..
Greenwich (East Lane.)	2 16 0	1 16 8	..	52 12 0	0	0	45 16 6	0
Maidstone . .	..	..	..	..	..	..	..	..
Sheerness . .	..	..	..	..	..	..	..	..
SURREY.								
Camberwell, Christchurch.	..	..	..	..	..	..	..	..
Farnham Common.	..	..	..	..	..	..	..	..
Godalming . .	..	..	..	..	..	..	..	..
Lambeth (South)	See report of girls' school.			..	..	..	29 4 4	..
Merton (Nelson's Fields).	1 0 0	6 4 0	..	29 6 0	0	0	34 10 4	0
Rotherhithe. .	..	2 5 0	..	..	..	..	32 18 2	..
Wandsworth, Garret-lane.	..	..	..	..	..	..	..	..

GENERAL OBSERVATIONS.

Mistress appears well tempered and sensible, would be benefited by training; good building, except that the floor is of brick.
Good building; children clean and apparently happy.
The school cannot be visited without much pleasure; mistress pleasing and intelligent.
Mistress trained at the Home and Colonial Infant School; an excellent teacher, doing her work in all respects well; perhaps some improvement might be made in the instruction in reading; school very gratifying.

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Elder girls very well taught in the Scriptures; some little room for improvement in the reading arithmetic, and writing; excellent building, raised chiefly by the largest land-owner, a dissenter for the children to be educated according to the principles of the church under the clergyman.

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School greatly indebted to the pains of a lady residing near.

School in a transition state; discipline very satisfactory; instruction might be carried further.
Mistress painstaking; as I fear, overtasked; school improved since last inspection.

Discipline and order good; instruction can as yet scarcely be judged of, the school having been open only six months.
Teacher very cheerful and pleasing; singing good; more might perhaps be done in committing to memory good hymns and the practical parts of Scripture.

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Mistress an excellent teacher; trained at the Home and Colonial Infant School. Instruction very satisfactory; the most important matters kept in the right place and taught with intelligence. Discipline good. Cleanliness might be improved perhaps.
School well taught, and well disciplined; greatly indebted to the pains of a neighbouring lady.

Knowledge of Scripture, intelligence, reading and singing excellent.

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INFANT SCHOOLS under a Mistress	Date of Inspection.	Numbers present at the Day of Examination		Unable to read Words of Four Letters at Sight		Able to read a verse in the Gospels without blundering.		Writing on Slates.		Writing on Paper		ARITHMETIC. Working Sums in the Simple Rules.		ARITHMETIC. Working Sums in the Compound Rules.		ARITHMETIC. Working Sums in Proportion, and the higher Rules	Weekly Payments of the Children.
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Wandsworth (Point).	July 18	26	19	23	16	0	0	6	10	0	0	..	..	..	..	..	. .
Wandsworth, Summer's Town	,,	28	26	25	22	0	0	6	10	0	0	..	..	..	..	..	. .
Wimbledon . .	July 25	60		Children not examined appear to be under pleasing and cheerful discipline. Mistress trained at the Home and Colonial Infant School.													. .
SUSSEX.																	
Brighton (Kent Coast)	April 9	124		104		..	..	..	..	..	..	..	..	..	..	..	. .
Chichester, St. Pancras	June 12	85		72		0	1	13	0	0	0	..	..	..	..	..	1*d.*, ½*d*, 0
Salehurst . .	April 23	15	15	School acts as a nursery for that for the older children, the little ones being taught to repeat a few pieces in concert.													. .
St. Leonard's .	April 24	46		School only open four weeks at time of inspection. Teacher young. Trained at Tufton-street. Singing fair.													. .
Worthing, No. 2	May 27	129		59		6	23	50		7	18	..	..	..	..	..	. .
Worthing, No. 3	May 28	101		78		1	12	12	16	2	12	..	..	..	..	..	. .
WILTS.																	
Highworth . .	Sept. 23	24	39	Room for improvement.													1*d.*
New Swindon .	Oct. 6	70		69		The children ought not to be removed out of this school till they are further advanced, if the school, for older children, attached to this is to thrive.											. .
Warminster .	,,	115		Children not examined; sing well and appear excellently well managed.													. .
Lavendon . .	April 17	Room used as a Sunday-school, and open of an evening in the winter, from 6 to 8 P.M., under a master who is also servant to the clergyman. Amount of subscriptions 11*l.* 10*s.*															. .
Elstead . . .	June 9	Inspection declined by the clergyman.															. .
East Farleigh .	July 7	School building closed on account of the sudden and necessary absence of the master. A new structure in a more convenient locality in contemplation.															. .
Preston by Wingham	Oct. 20	Children not reached in time for examination. I having gone first by mistake to Preston by Feversham.															. .
Plumpton . .	April 1	Building only open as a Sunday-school. Population attend at a neighbouring village more convenient, in which a school has recently been established.															. .
Salisbury St. Edmund's	Sept 29	Building only used as a Sunday-school; attended by about 200 children; adjoins the church; in two rooms, one 26½ by 20¼ and 13 feet high, the other 25½ by 20¼.															. .
Roadhill, in North Bradley	Oct. 2	Endowment of 10*l.* per annum for a teacher; room only open as a Sunday-school, with 20 children in nominal attendance.															. .

Above Ten and under Eleven Years.		Above Eleven and under Twelve.		Above Twelve and under Thirteen.		Above Thirteen and under Fourteen		Above Fourteen Years of Age.		Master's Annual Stipend.	Mistress's Stipend.	Assistant Master or Mistress's Stipend.	Pupil Teachers.	Repairs.	Furniture and Apparatus.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Space confined, the room being an adaptation of part of a cottage.															
The school a nursery for that for older children. Singing good.															
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	27 10 0	0	3 18 0	0 2 6	2 0 9
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
An excellent school in all respects. Great pains successfully taken with the singing, reading, and knowledge of Holy Scripture. Children are properly classed, very clean, and orderly. Mistress appears capable and pleasing.															
0	3	0	2	0	3	0	0	0	1	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	5s. a-week.	0	0	..	0
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	40 0 0	2 17 6	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

INFANT SCHOOLS under a Mistress.	Books and Stationery.	Fuel.	Other Expenses.	Annual Subscriptions and Donations.	Annual Collections.	Endowments.	Children's Pence.	Other Sources of Income.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Wandsworth (Point).	..	..	..	..	..	..	..	..
Wandsworth, Summer's Town.	..	..	..	..	..	..	..	..
Wimbledon.	..	..	..	..	..	..	..	..
SUSSEX.								
Brighton (Kent Coast).	..	..	..	..	..	..	..	..
Chichester, St. Pancras.	0 11 5	4 4 3	7 5 6	33 9 6	0	0	11 9 2	4 1 5
Salehurst.	..	..	..	..	..	..	..	..
St. Leonard's.	..	..	..	..	..	..	..	..
Worthing, No. 2.	..	..	..	..	..	..	..	..
Worthing, No. 3.	Mistress a quiet pleasing person. The upper class are taught the Holy Scriptures satisfactorily. Children quiet and orderly.							
WILTS.								
Highworth . .	0	..	..	0	0	0	5s. a-week.	0
New Swindon.	..	..	..	..	..	..	..	..
Warminster .	For expenses and receipts, see account of Boys' school.							
Lavendon.	..	..	..	..	..	..	..	..
Elstead.	..	..	..	..	..	..	..	..
East Farleigh.	..	..	..	..	..	..	..	..
Preston by Wingham.	..	..	..	..	..	..	..	..
Plumpton.	..	..	..	..	..	..	..	..
Salisbury St. Edmund's.	..	..	..	..	..	..	..	..
Roadhill, in North Bradley.	..	..	..	..	..	..	..	..

GENERAL OBSERVATIONS.

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Children managed and taught with great success the right things, as it seemed to me, in the right way.

Discipline and singing very satisfactory. Mistress appears to love her work, and to do it with the right ends in view. Trained at the Home and Colonial Infant School. Perhaps more might be done in getting the children to learn by heart Scripture and good hymns, and to bring them on in their reading.

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Mistress well spoken of as to character; does not seem to have much love for her work.

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Mistress very cheerful and lively.

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The remarks made in previous Reports seem to preclude the necessity for adding much on the present occasion to the foregoing Table; and what I have to say on the difficulties of schools, moral training, organization, and subjects of instruction, will, as I fear, seem to be but a repetition of what has been urged before.

Difficulties of Schools.

The two most obvious difficulties in the way of improving our schools for the poor are, 1st, the scarcity of properly qualified teachers; and, 2nd, the want of adequate funds for their remuneration. Your Lordships have directed my special attention to the several items of expenditure incurred in the maintenance of the schools inspected during the last year, and to the means by which that expenditure was to be met. The main facts collected are given in the foregoing Table. My district affords many noble examples of liberality in the landowners. For instance, in one parish in Hertfordshire, where the population reaches 1000, the squire builds school-rooms, and contributes 100*l.* per annum towards their support; in five other parishes, in the same county, one gentleman liberally makes up all that is needed for the support of the schools; in a parish in Buckinghamshire, the squire gives 50*l.* per annum to the schools; in several small parishes in the south of Wiltshire, I found 20*l.* set down as the annual contribution from a single property (that of the chief landowner) to the school; in Hampshire, in addition to what has been previously noticed in this respect, the parishes of East Tisted, Strathfieldsaye, and West Meon, are admirable examples of all that is practicable being excellently well done by those to whom the poor naturally look up for the welfare of their children. Other instances of such a happy liberality and care might readily be found; but in very many cases, where it can be afforded least, I have found the deficiency between the income and expenditure of the school fall upon the curate. In one case, where he is obliged to take private pupils for the maintenance of his household, the cost for the village school cheerfully paid by him during the last year amounted to more than 20*l.* Another writes to me, in answer to my inquiries as to the means of supporting a small school, "Our regular receipts are 48*l.* 15*s.* 6*d.*, whilst our expenditure is 65*l.* 0*s.* 2*d.*, leaving a deficiency of 16*l.* 4*s.* 8*d.* This has hitherto been made up, with great difficulty (under the impression of its being of a temporary nature), by soliciting extra donations; it is therefore obvious that, unless some aid be obtained, the school must be given up either altogether or in part." This state of things ought not to be: it is unjust to the clergyman to put him in the position of a beggar for his flock before unwilling hearers.

The difficulty of maintenance appears to press heaviest on parishes where the great tithes are owned by non-resident incumbents (a class that is gradually lessening), or by non-resident appropriators.

The parish of Meopham, in Kent, illustrates this. The population is near 1000; the rental, judging from the tithe commutation, can scarcely be less than 4000*l.* per annum. On forwarding the usual paper of questions (issued by your Lordships, and sanctioned by the Archbishop), the vicar, in answer to inquiries as to the annual expenditure for school materials, fuel, &c., stated that there were no funds for such purposes, although at the time several pounds were needed to prevent the dilapidation of the premises. This statement was accompanied with a formal notice, drawn up for your Lordships' information, of the nominal amount of the property of the Dean and Chapter of Canterbury in the parish, as owners of the great tithes (now settled at 800*l.* per annum), all the manorial rights and quit-rents, and a farm of 700 acres. This beneficial interest, however, in the parish, amounts only to between 350*l.* and 400*l.* per annum, their property being let on lease; and as they subscribed 100*l.* per annum to the Diocesan Board of Education, they have generally considered this as exempting them from other annual payments to schools. The vicar has more than once applied to the Chapter for aid; but as yet during his incumbency, a period of 30 years, the only contribution from that body towards educating the poor of the parish, is stated to be a grant (with consent of the lessee) of a quarter of an acre of land as school site, together with the fees of conveyance, amounting to nineteen guineas. But as, with one exception, the inhabitants of Meopham do not appear to bear their share of the burden of the school, the Dean and Chapter may feel that no very good case can be made out for the parish to claim help from non-residents. The contribution of the lessee of the Church property, whose interest in the parish is far larger than that of the Dean and Chapter, is stated at two guineas per annum.

The necessities of past times familiarised people to the notion that a few weeks' attendance at an organized school, where what was called "the National System" might be learned, was sufficient to transmute a decayed tradesman, with some knowledge of writing and accounts, into a national schoolmaster. But, happily, the conviction is daily gaining ground, that for a supply of well-qualified teachers, we must look to our training establishments, where they may remain long enough to have their characters moulded, and to receive that education in other respects which may fit them for their work.

Many promising youths are lost to the calling of a schoolmaster from the difficulty of finding employment and maintenance for them from the usual time of leaving school till the age of 16 (when they might be admitted into a training establishment), which shall not interfere with their intellectual culture. The poverty of the parents makes them anxious to send out their children into the fields as soon as they can earn more than the additional wear and tear of clothes caused by out-of-doors' work; and too many of the farmers are more ready to employ children than lads, as procurable

at a cheaper rate. A general system of paid monitors might keep under tuition the promising children until they were old enough to be admitted at the Normal School. I can offer no opinion as to the advisableness of a legislative enactment for the children of husbandmen, preventing their being employed at too early an age in the fields; but many clergymen of experience, whom no one would suspect of over-anxiety for State interference, have strongly expressed to me their wish that regulations, similar to those which have effect in cotton factories, were enacted for the protection of the children of the agricultural labourers.

Moral Training.

The amount of moral training afforded by a school must depend mainly upon the characters of the teacher. Too much stress cannot be laid on the importance of our schoolmasters being men who love their work, and live in the fear of God. Even in an intellectual point of view, it requires but little experience to be assured that no natural qualifications nor acquired advantages can compensate for the absence of faithfulness grounded upon a religious sense of duty. It is comparatively easy for a teacher fresh from a training establishment, with the excitement of a new position and the interest created by his first efforts, to go on well for a time; but after a year or two the trial comes, and all observers can then see whether the teacher has fixed his aim with seriousness, and labours to attain it in self-denial.

Whereas the formal teacher becomes gradually contented with a continually decreasing measure of success, and, degenerating into habits of routine, presents the same front to every member of his class, he who loves his work is continually profiting by past experience, and acquires daily new skill: instead of letting his mind lie stagnant, he takes care to keep it evermore replenished with new supplies, so that his scholars (to borrow an illustration from Dr. Arnold) may drink, not from a pond, but from a spring. By a discrimination, almost involuntarily exercised, he adapts himself to the several characters and acquirements before him, varying the tone, manner, form, and substance of his questioning, as if he would throw himself into the separate mind of each child: such a teacher needs no mechanical help from medal stands, or taking of places, to ensure the attention of his class, and his school will require no bribery to keep it always full.

There is the highest authority for using the rod, and, in cases of moral délinquency, I should wish to go to it as a last resource. But for such necessities the best teachers will, as I imagine, feel shame as well as sorrow. The idle and worthless may strive to cover their own faults by its frequent use; but in the cases of schools so afflicted, the boys will be found to be the most wilful.

Love melts almost all hearts, effecting that which no harshness can ever accomplish. It is said that more flies are caught with a

drop of honey than with a tun of vinegar. I have always admired that history written by Camus, Bishop of Bellay, of the Prelate his friend, who, when questioned, "How should advice be given?" —"How may reproof be best administered?" ever prefaced his reply with these words, "*In a spirit of love*"—the secret of whose government was, "*not by constraint but willingly;*" and who was wont to say that such as would force the will of man, strive to exercise a tyranny hateful to God.

Organization.

Right training cannot be looked for from our ordinary monitors, and is seldom found in our large schools; the money that in England has been spent in raising such has commonly, as I believe, been ill spent. I have seen buildings calculated for 600 with less than 80 children in them: dispirited teachers, untidy cheerless school-rooms, and the conviction that the interest of the money lavished on the fabric would have gone far to support the school, naturally associate themselves with such a spectacle. In some of our schools, had less been attempted, more would have been done. The proverb says, "That little which is good fills the trencher."

The plan recommended in the last volume of Minutes, p. 92, for dividing the school into three classes, so as to bring the more important lessons under the direct supervision of the master, will not answer the ends proposed if the younger ones be not elsewhere taught the first elements of reading, so as to be able to pronounce words of four letters at sight. In towns, this may be accomplished in the infant school; in villages, use may be made of dames for this purpose. The requiring a certain amount of proficiency before the child can be admitted into the national school, answers more ends than one. The parents feel that the school is a matter deserving of some pains, and that it does not help those who will not help themselves; the dames find that the opening of a good village school, instead of proving their ruin, as was feared, surrounds them with scholars; and the teachers of the more advanced school have their labours lightened where they are commonly pressed most and fail oftenest, namely, in that individual attention and care which, according to the plans ordinarily pursued, is required for mounting the first steps of the ladder.

Under this conviction, I have been long desirous to get rid of the use of monitors, except for such parts of school discipline as approach to what is purely mechanical, and to see only small school-rooms erected; for example, such as would accommodate 100 or (in the case of infant schools) 140 children. The advocates of the monitorial system of instruction remind us that it is not their plan that one ignorant child should teach another, but that the school-master should diligently prepare his monitors; and that these when instructed by him should become so many channels through which the teaching derived from him as the source should be carried over

the whole school. But if it be granted that in ordinary cases the master has energy enough to do intellectually for his monitors what is needed, the most important question still remains, as to the power of moral training which such instructors are likely to exercise over their pupils.

The making the admission to a school a matter of some solemnity, by allowing such admissions only at stated periods and in the presence of the clergyman, and the requiring payment whether the children be in attendance or not, can scarcely help an indifferent school; but by impressing the parents with a feeling of the importance of regularity, and by lessening the interruptions of the teacher, may contribute materially to the efficiency of a good one. In the matter of payments, I wish to see the little ones charged as much as the older ones, whether they learn to write on copy-books or not, and to have a scale graduated not according to the amount of instruction given, but according to the means of the parents; so that every child within the walls of the school should be treated alike, whether his father could afford an additional penny to have him taught grammar and geography or not.

Subjects of Instruction.

In looking at the foregoing Table, it would seem that one evidence of the goodness of a school is afforded by noting the proportion which the number of readers bears to the whole number in attendance. In a respectable school, this proportion varies from one-third to more than one-half: but as children are admitted at different ages and with different measures of acquirements, proportions of this nature cannot be received as absolute tests of the teacher's skill. Nevertheless, a teacher who finds the number of those who read correctly to fall below the proportions which I have mentioned, has reason to be dissatisfied with the progress of his scholars in this respect.

In the acquirement of religious knowledge, the Sunday-school is often of inestimable service; but good reading cannot be attained without intelligence, pains, and watchfulness on the part of the teacher, and no branch of merely secular instruction more deserves his care. If a child can so read a book of travels, or biography, or useful knowledge, as to make a commentary on what is read by proper intonation, pauses, and emphasis, recourse will be had to the lending library for the amusement and instruction of the family at home. It seems to me that every parish in which there does not exist for the poor a proper stock of healthful books, well used, labours under a serious defect. Those who are themselves sensible what instruction and comfort they have gathered from good books, will doubtless, on consideration, be led to make efforts that their poorer neighbours, who are so much below them as to outward comforts, and who, if left in darkness, are liable to so many temptations to idleness and sensuality, should have similar

avenues of cheap enjoyment opened to them, lest, without understanding and knowledge, they sink into brutishness and folly.

In the hope of leading children to take an intelligent hold of what is read, I have strongly recommended the use of lessons in composition, which (beginning with the lowest class, according to a graduated series, some hints for which have been noticed in previous Reports) should enable the upper scholars to write out from memory on their slates abstracts of their lessons. In several schools, the Sunday sermon is written out on the Monday; and at Sydenham, in particular, this is done with most satisfactory results.

A clergyman, who has paid great attention to his school, and who in his week-day lecture always endeavours to introduce some striking narrative or illustration, which the children may carry away and reproduce on their slates, told me, in confirmation of my opinion of the advantages resulting from exercises in composition, that when he first came into his parish, having always heard that the inhabitants of that district were a dull race, he felt convinced, after some experience of his school, that the report was true, and that the inhabitants of his parish, in particular, were the dullest of all; for although he was assiduous in endeavouring to bring his boys forward in intelligence, he never could extract from them answers as to matters of which he was assured that they had competent knowledge. Under repeated questionings, they remained mute and apparently uninterested as the cold-blooded inhabitants of another element: but after a time he tried them with lessons in composition, and the consequence was a rapid change,—the children, being habituated to the expression of their thoughts in writing, began freely to answer to his catechising: an effect being produced more orderly, but similar to that recorded in the Spectator, in the story of a region so cold that during winter there is unbroken silence, but at the return of spring, the sounds being unloosed from their bondage under the frost, the whole air is made vocal with past utterances. When I examined these children, they answered with remarkable intelligence; and I also looked over some copy-books, in which the more advanced children had severally written their impressions of a day of happiness, when they had been carried over in waggons to see the Queen, during one of Her Majesty's visits to a neighbouring nobleman. It was interesting to read accounts of the same sight as viewed by different eyes; and the results exhibited vividly how much might be done in the way of cultivating the sympathies and understandings of the children of the poor.

Larger experience has made me more anxious to recommend the use of fitting secular reading-books. The Society for Promoting Christian Knowledge has published several good ones; and a penny biographical series of remarkable cheapness, commencing with extracts from Izaak Walton's Life of George Herbert, is now in course of publication. The secular reading-books, also,

of the Irish Commissioners of Education seem to me excellent. I have reason for believing that throughout England those National Schools, in which secular reading-books are most used, will be found as a class to be also the schools which, on the highest grounds, one would visit with most pleasure. The right use of good secular reading-books appears to contribute to the more reverent use, as well as to the better understanding, of the Bible.

I have been, also, more anxious, in proportion as I have thought more of the matter, to recommend the constant exercise of the memory, storing it with the most precious matters. I have previously expressed my regret that children should ever be compelled to learn by heart the broken Catechism, Crossman's Introduction, or any other systems of questions and answers, except the Church Catechism. Besides this, it seems to me, that the children's memories should only be burdened with the collects and prayers of the Church, good hymns, well-chosen pieces of poetry, and those portions of Scripture which are most likely to have effect on their faith and habits of action. One would hardly believe that little children would be set to learn, as an ordinary lesson, the explanations of words given in a poorly constructed vocabulary, which explanations were as obscure as the words explained, or the figures expressing the number of feet that several mountains in Scotland are computed to be above the level of the sea; nor can one imagine a reason for such lessons, except that the hearing them is a mechanical act requiring no mental labour on the teacher's part.

In learning Scripture by heart, it seems desirable to begin with some collection of texts, as the "faith and duty," or as the Scripture proofs of the Church Catechism; but afterwards, whole chapters, as the sermon on the Mount, the most affecting of the Psalms, our Saviour's discourses in St. John's Gospel, the General Epistles, the practical conclusions of St. Paul's Epistles, may be committed to memory.

If laid upon a bed of sickness, it seems good to have in store a continuous passage of Scripture for the mind to travel over and dwell upon; also the power of repeating such may prove a refuge against temptation when evil thoughts come into the mind, by providing it with something on which it may fasten until it acquires a new and more healthful tendency.

Unless children are watched, the good rule of committing as many chapters of the Bible to memory as possible is not by itself sufficient. I have known a case in which, from the teacher's carelessness, the only part of the Bible which a child could repeat was a chapter out of the ceremonial portion of the Book of Leviticus; but when rightly attended to, it seems scarcely possible to estimate too highly the good effects that would be produced by *laying up, reverently and with diligence, in the memories of the great mass of our people—large portions of the Divine law.* The occasional recollection of its precepts must at times decide the conduct.

True, indeed, is it that the literal knowledge, if alone, is unprofitable, and like other good gifts, it may be miserably abused; but for such instruction, the command is plain; and in some sense, doubtless, the old maxim is true, that *ignorance of the Scriptures is the mother of all error.*

In some of our public schools, it has been the glory of a boy to repeat without a blunder the whole of Horace. This is not the place to inquire what results such earnest conning of the lessons taught by that poet has wrought in the world; but if it be assumed that such exercise of the memory be serviceable, surely no one who considers well the preciousness of Scripture, and its manifold adaptations to every need of man, can fail to desire that similar pains were bestowed throughout all classes of society in rightly storing men's minds with the lessons of the Gospel: such lessons taught aright have, in countless instances, proved life to the soul.

Next after the right knowledge of Scripture, no part of the instruction which should be supplied by our schools deserves more of our pains than the teaching to children the scriptural character, fitness, and meaning of the prayers provided for their use. Much division as well as misapprehension would, doubtless, have been prevented, if some such books as "The Liturgy compared with the Bible," and Nicholls' "Sunday Exercises," had been intelligently used in past times in the instruction of the young.

Scarcely any school visited in my district, in which music is taught successfully, fails to rise to considerable eminence in other respects. The schools at Longparish and Forton, where great attention is paid to this art, and where it proves a powerful means of attaching the scholars to the Church, are excellent specimens of a strong moral influence being exercised thereby. Our forefathers reckoned music among the seven liberal sciences; and I hope that we are making a considerable advance in the right direction, in bringing back into our schools an art which, under proper management, cultivates a certain delicacy of feeling and gentleness, greatly needed by the children of the poor, making their tempers plastic, and contributing in various ways to harmony and order.

The establishment of Benefit Clubs is a matter to which your Lordships have drawn attention, in connexion with the school, and that it should be on a sound foundation, is of importance not only to the parish but also to society at large. The club at Abbotts Ann, to which the children contribute, appears to have peculiar advantages; and in compliance with my wishes the Rector has had the goodness to furnish to me an account of it, which I have added as an Appendix to this Report.

In a former Report, attention has been drawn to the Kings Sombourn school, as being a remarkable instance of what could be effected, under very disadvantageous circumstances, by the pains of the clergyman. The instruction here given is especially suited to the condition of the scholars. The farmers were at first strongly

opposed to the endeavours made to raise the standard of teaching, but the excellence of the instruction given has triumphed over all difficulties, except in the case of a few families who are becoming more and more distinguished from the rest, a happy change being sensibly wrought among the majority of the parents by the influence of the school. Those who do not send their children are not such as earn the lowest wages, but are commonly of degraded habits, careless about the good opinion of the better disposed amongst whom they live, and indifferent to the welfare and respectability of their children. The school was built for 112, but is always overfull, the average number found in it being 130; it is attended at varying payments by the children of all classes, from the substantial farmer to the poorest labourer. What efforts the parents will make in educating their children is partly tested by the extent to which they purchase the secular reading-books of the Irish Commissioners of National Education. The payments arising from this source, from Michaelmas to Christmas, 1845, amounted to 4*l.* 1*s.* 2*d.*; during the same period, the paymens of the children, for attendance at school, amounted 19*l.* 18*s.* 11½*d.*, being at the rate of near 80*l.* per annum. The purchase of these books gives the children an interest in their own improvement, which would scarcely be credited by one who was accustomed only to the operations of an indifferent school. They learn by heart the poetical extracts, and repeat them, with a distinctness of enunciation, intelligence, and feeling, which testify to the hold which is thereby taken of their minds.

Commonly the harvest disperses the children: in this parish, purely agricultural, the school re-opened last year on the 10th of September, and the attendance, during the four subsequent weeks, was never less than 110, and sometimes as high as 120.

But the results which may be effected in a parish by means of such a school, will be best set forth by some extracts from Mr. Dawes' own letter, which I have put together in the Appendix this Report.

My Lords, I have the honour to be, &c.,

JOHN ALLEN.

The Right Honourable the Lords of the Committee of Council on Education.

APPENDIX A.

ACCOUNT of the ABBOTTS ANN PROVIDENT SOCIETY, by the Hon. and Rev. SAMUEL BEST, Rector of the Parish.

MY DEAR SIR, *Abbotts Ann, March* 27, 1846.

IN compliance with your request, to which I most readily accede, I will endeavour to give you such an account of the institution I call the Provident Society, established in this parish, as will bring its objects before you, and make its plan intelligible. Will you permit me to preface this with some remarks on the views which lead me to deviate from the ordinary tract, and endeavour to combine in one institution the benefits, without the evils, of the different systems of parochial providence? Mature consideration of our position as parochial clergymen must lead, I think, to the necessary conviction, that the school is the basis of parochial operations. Walking in the steps of our great Prototype and his Apostles, we are both to "teach and preach." (Matt. xi. 1; Acts v. 42.) This important distinction must not be lost sight of; and, combined with others, will necessarily lead us to attach its due importance to the school as a sphere of clerical duty. To this point, however, it is not my object to direct the attention of one so fully and so practically impressed with it as yourself; but it appears to me necessary to establish the fact, in practice more than in theory so often disputed, that the school as much as the church—not meaning to shrink from the full meaning of the expression—ought to be the scene of the clergyman's labours; that the lambs of Christ, in most populations two-thirds of the community, are as much his care as the sheep. Adopting this axiom as the basis of parochial ministration, the school is evidently the hope of the parish. If it be in a bad state, it is here we may safely look for gradual amendment. If it be in a good state, it is by such means it is to be continued in it. Now, the healthy state of a parish or community necessarily comprehends temporal as well as spiritual considerations. As the body and soul are bound together and inseparable, so are all things concerning the prosperity or adversity of one or the other. True it is that the buoyancy of the spirit may often raise us superior to the evils of the flesh; and faith and charity may raise the humblest and poorest above all that the highest state of fleshly dignity can attain to: but we must not mistake the exception for the rule, nor must we neglect the usual rules and means of providence, because God sometimes vouchsafes to these eminent virtues his signalizing blessings. Our duty it is, if I read it aright, to follow the beaten tracks of God in his providence, and to leave in His hands all higher dispensations. As we are to educate, so are we to make provision both for the body and the soul; indeed, the best way of approaching the one is often through the other; and when we collect around us our children from the several parishes, which make up our community, each as he rises in years to that particular standard that brings him under moral training in the school, it can hardly escape our thoughtful consideration what are the probabilities, under God's blessing, of rendering our ministrations effectual for the

worldly condition. I should apologize much for this long treatise had you not drawn it on yourself; but such as it is, I shall be very glad if it conveys to your mind an adequate idea of a society, which, under God's blessing, has worked much good amongst us.

I am, &c.,

SAMUEL BEST.

OBJECTS OF THE ABBOTTS ANN PROVIDENT SOCIETY: ESTABLISHED 1831.

1st. Mutual assistance with medical attendance in sickness, without sinking the money subscribed. Weekly allowance in sickness, 8*s.* men; 4*s.* women; 2*s.* under 17. Weekly allowance at 70, 4*s.* On death, 4*l.* Remainder paid over to the family of the deceased members. See rules 3, 4, 5.

2nd. Provision for apprenticing, advancing, or settling the member in life. See rule 2.

3rd. Provision for the purchase of clothes, bedding, fuel, or malt and hops. See rule 2.

It is calculated that 1*s.* a-month, or 3*d.* a-week, will accomplish these objects.

RULES.

1. The Society shall consist—1st, of honorary members; 2nd, of honorary subscribers, paying in for their own use, but receiving no benefaction; 3rd, of beneficial members. The 3rd class is open only to persons belonging to or resident in the parish, or on the farms of Red Rice, or Saxley.

2. The objects of the Society are two-fold: 1st, to provide for the future, as against sickness or old age, for the settlement or advancement of the member in life, or for any such purposes as conduce to his permanent comfort; and 2ndly, to supply him annually with clothes, bedding, fuel, or malt and hops. The half of the whole sum paid in within the year, not being more than 13*s.* or less than 4*s.*, may be drawn for the last-mentioned purposes annually. Members above 50 years of age, on their admission, shall be allowed to subscribe for any one specified purpose; and all money paid in through the school shall be re-payable according to the school-rules.

3. Members, on becoming ten years of age, shall be enrolled for mutual assistance in sickness or old age. At the time of enrolment, the amount of weekly pay in sickness shall be agreed on and altered only after one year's notice shall have been given in writing to the secretary. By every one's own sick allowance shall be regulated the proportion of his payment towards others. A member shall be considered sick when unable, through sickness not contracted viciously, to do his usual work.

4. Enrolment shall entitle a sick member to a weekly allowance of 2*s.* for every 20*s.* standing in his name, when first applying for medical assistance; of 4*s.* or 2*s.* at his option, on attaining 70 years of age; and to a sum not exceeding 4*l.* on death, towards funeral expenses. Provided always that no woman shall draw more than 4*s.* weekly for the first six months, or 3*s.* afterwards; no one under 16 years of age more than 2*s.*;

under 20*s.* more than 4*s.*; or at any age more than 8*s.* weekly for th first six months, and 5*s.* afterwards from this, or this and any other Society or Club. These provisions do not prevent any additional sum being drawn from the member's own fund.

5. The foregoing allowances shall be raised in the following manner and proportions: a fourth part in casual sickness, and half of the whole sum in confinement, old age, or for funeral expenses, shall be first drawn from the receiving member's own fund, the remainder being taken from the contributing shares, and each other member's funds in rateable proportion to his own sick allowances. (See rule 3.)

6. The management of the Society shall vest in the officers as a committee, namely,—in a treasurer, secretary, auditor, and three trustees (all chosen by the honorary members), and five stewards, one of whom shall go out and another be chosen in annually by the members, each remaining in office five years. In this committee, or the majority present at a meeting, whether monthly, or called by the treasurer or any two of the officers, due notice to each having been given, shall vest the election of members or their admission under special agreement; their removal from one class to another on account of altered circumstances; and their expulsion if offending against the rules, or bringing disgrace on the Society, as well as the final decision of all questions arising out of the rules. Expulsion forfeits everything to the Society.

7. The funds shall be invested in the Savings' Bank, or with the Commissioners for the Reduction of the National Debt; such a benefaction as they will admit (not exceeding 3*d.* on the shilling) being added half-yearly to each beneficial subscription on the payments of the current half-year; this benefaction shall be exclusive of the Savings' Bank interest payable on all sums standing in the names of the trustees.

8. Nothing less than 1*d.* will be at any time received, or more than 1*d.* weekly during the payment of sick allowance, or will anything exceeding the rate of 2*s.* weekly be entitled to benefaction.

9. One penny a-month shall be paid on each subscription, or 1*d.* forfeited for every month's neglect. Three months' non-payment shall, at the discretion of the committee, forfeit everything already subscribed.

10. Medical attendance in ordinary sickness, not including confinements, shall be provided for by such annual payments from each member's fund as the medical agreement requires. Without a certificate from the medical attendant, no sick allowance shall be paid.

11. No money shall be withdrawn for any purpose not contemplated by the rules. On the death of any member, his money shall be paid by the treasurer to such person or persons as the committee consider entitled to claim it. An absent member applying for repayment or sick allowance must have his application guaranteed by the clergyman and churchwardens of the parish in which he resides. Any one removing for a permanence from the district (see rule 1), of which the committee shall be satisfied, and having no legal settlement therein, or whose parents do not reside, shall, during their absence, be honorary subscribers, or have their money invested elsewhere, subject to the approval of the committee, and the conditions of rule 12.

12. One penny in the pound on every sum paid out, and 1*d.* annually on each subscription, shall together form a stewards' fund, one half of which shall be divided between the stewards, and the other paid over to

the secretary. 1*s.* in the pound on death, and 2*s.* in the pound on removal shall be paid to the contributing shares.

13. Persons above 40 years of age, or out of health, may be enrolled, but only on such terms as shall be specially agreed on with the officers, advised by the medical attendant; these shall be subject to revision in favour of the member at the termination of any five years from the time of election.

14. Every 20*s.* arising from forfeits, as well as every subscription paid in for this purpose by honorary members, shall be considered a contributing share, and pay in the same proportion as a member towards all sick allowances.

15. A statement of the accounts, prepared pursuant to 10 Geo. IV. c. 56, s. 33, shall be laid annually before the members, and half-yearly before the committee; the signature of the auditors exonerating the treasurer from further liability. Every member shall be entitled to a copy of the annual statement on payment of 2*d.*

16. An annual meeting shall be holden by the appointment of the committee. Every member shall attend the place of meeting at the time appointed, having a proper wand and favour, and walk in order to church. A dinner shall be afterwards provided by the stewards for such members as comply with the regulations of the committee made at their preceding half-yearly meeting; but no part of the expenses of the dinner to come out of the funds.

17. In the event of the dissolution of the Society, all funds, (pursuant to 10 Geo. IV. c. 56, s. 26,) the contributing shares, and all the property of the Society, shall vest for charitable purposes in the rector and churchwardens of the parish for the time being, without whose consent in writing this rule shall not be altered; nor shall any alteration be proposed or made in the rules without the approbations of the officers and the consent of the majority of the members, being 21 years of age, present at the general meeting, and pursuant to 10 Geo. IV. c. 56. s. 9.

18. In case of a dispute between this Society and any member or person claiming on account of a member, reference shall be made to justices, pursuant to 10 Geo. IV. c. 56, ss. 27, 28.

19. That three trustees shall be elected on a quarterly night, who shall continue in office during the pleasure of the Society; and in case of a vacancy or vacancies, another or others shall be elected in like manner.

20. For the greater accommodation of members not wishing to withdraw their deposits, a fund, to be kept in all respects separate and distinct, shall be established by the donations or subscriptions of honorary members. Out of this, loans, not exceeding 5*l.*, may be made by the treasurer to enrolled members, the interest chargeable on which shall be the same as that payable by the Savings' Bank, the security given by the borrower being money standing in the separate names of members in the books of the Society, which shall become thereby answerable for the amount. The whole amount of this fund shall at no time exceed 40*l.*, any surplus, as it may accrue over and above this, being paid over to the contributing shares.

APPENDIX B.

EXTRACTS from the LETTERS of the VICAR of KINGS SOMBOURN, relative to the Operations of the PAROCHIAL SCHOOL.

IN the first place, and I speak it from experience, the greater the amount of secular knowledge bearing upon the occupations in life connected with those whom you are attempting to educate, the greater will be the success; the school subjects become a matter of daily conversation between parents and children, and the former are induced to make much greater efforts to continue their children at school than they are found to do when such ubjects are wanting.

In agricultural parishes, where the population is sufficiently large, it is most important to have the education of such a standard as will win over the farmers to educate their own children at our national schools. At present their prejudices are against this, from our schools having been hitherto of a mere charity kind, and the standard of acquirements not such as was thought necessary for the class immediately above the labourer. That these prejudices may be overcome this school is a striking instance; and there are at present from 30 to 40 children, some paying 6*s.* and some 10*s.* per quarter.

In my opinion, to establish in our rural parishes the system of educating the children of the farmer and labourer together cannot be bought at too high a price: they are two most important and adjoining links in the chain of society, at present but loosely held together, and a new fastening, such as a common education would supply, is now wanted.

The farmer at present is jealous of the education the labourer is getting at our national schools; but give him an interest in having his own children educated there and he would no longer be so, as he would always have the advantage of continuing his children to a greater age than the labourer could afford to do, and in this way prevent, what the farmer terms the labourer's toe from treading upon his heel; and this is the only advantage (viz., continuing his children for a longer period at school) which he has any right to expect. The advantage of this towards a self-paying system is what we have talked of before.

In this school I have spared no expense as to books, or things of a mechanical and instructive kind; and I am quite confident that schools, where all the appliances connected with education are properly brought to bear, and made the vehicles of real and common-sense intelligible instruction, are in the end, from the greater numbers attracted to the school of all classes, and their longer continuance, much cheaper than the common jog-trot routine school of former days. In the instance here, setting apart the first expense of what may be called an outfit, the annual expense to the clergyman is not greater than that of our former Sunday-school.

There is scarcely one single instance of the children not buying the books, and, in fact, I scarcely ever hear an objection to do so. In many instances the labourer would continue a child at school (I am speaking of boys) much longer than he does, were it not that the farmer wants him to drive the plough; and this when there are bigger boys wanting employment—but the younger one is to be had at a lower rate of wages.

Generally speaking, the girls remain to a greater age than the boys, and at this time there are no fewer than eight girls, six of whom are 14 years of age or upwards, the other two 13, who returned to the school this autumn after having left it for a considerable time, their parents thinking them sufficiently educated. These have all come back, seeing the advantage which those who remained have over themselves, and feeling the greater degree of respectability which attaches itself to a better education, and which they saw was within their reach.

When the present school race become the fathers and mothers of the village, how different will their feelings be on this subject from those of the present race!

I do not think it always wise (in fact, it is sometimes quite the contrary) to say much as to the influence schools of this kind may have upon dissent from the Church; but of this I am confident, that if a similar school had been established here thirty years ago, we should scarcely have had a Dissenter in the village.

The very fact of not being able to read, or not sufficiently so to be able to find their places and follow the service in the Prayer-book, has been very influential in preventing their attending church.

Then, again, I hope the rising generation will not, like the present, look to a mean dependence upon the poor-rate as a support; but will, if unfortunately compelled to live upon the industry of others, feel that this is a real misfortune, and one which feelings of self-respect, no less than the interests of society, will tell them they ought to make every honest endeavour to avoid.

I do not want to teach them political economy, and talk to them much about productive and unproductive labour; but I want them to understand, that the man who needlessly throws himself on the parish for support, partakes in some measure of the character of a thief, and is not doing his duty in the situation in which God has placed him,—in the way which Christianity requires.

Since January, 1845, out of the boys' school, one is gone to be apprenticed to a grocer: one to a collar or harness-maker (a labourer's child); one as a page to a gentleman, who being blind, wants him for reading, &c.; two as teachers in schools. Out of the girls' school, three are gone into clergymen's families; two others are teaching in schools (one of them in Berkshire, the other in this county); and one apprenticed to the principal shop in this village. All these children, with the exception of the first, are labourers' children.

The boy who is gone to ——— is lame, who, if it had not been for the school, must have been on the parish all his life, idling about the blacksmith's shop, or places of that kind, learning everything that was bad, but now I hope made an useful member of society. I rode over the other day to see how he was getting on, and was much pleased with what had been done in so short a time—only a few weeks. I found him with 36 children, and more wanting to come, only the cottage seemed too small to hold them. The neatness and cleanness of them was most striking.

In a population even of the extent of this, there are always some cases of children who, either from accident or natural deformity, are incapable of following the occupation of a labourer; and in this school there are at present two, who, although entirely disabled for any bodily occupation, at all events as labourers, may become useful members of society in

other ways; and thus, through the school, their condition in life rendered less unfortunate than it otherwise would have been. In many instances, where there is talent for it, such children might be made good and efficient teachers for small parishes, which could not afford a salary equal to what a man able to get his living in other ways might expect (instance, the boy Harding), or assistant teachers in schools able to pay them.

My working up the cripples into schoolmasters reminds me of a lesson in one of the said Dublin books, taken from Babbage on Arts and Manufactures, *on the employment of materials of little value;* for truly these poor objects have been hitherto of little value, and I think we might make them of much. I really feel a sort of heartfelt satisfaction in some of the cases of good arising from this school, which compensate one for any trouble and expense one may have had, even if nothing more should be done.

The Lending Library, which I still continue to keep at my own house, but which I hope to transfer to a book-case in the contemplated class-room, continues to go on extremely well: the number of books from 1st January, 1845, to 29th December, is 540 volumes, and of these nearly 300 were taken out the first six months, and about 240 the last. This difference arises principally from the harvest of corn and potatoes, &c. falling in the last half of the year.

Of the usefulness of this there can be no doubt; and although the actual reading is confined, or nearly so, to those who are or have been at school —in fact, very few of the others can read—yet, through the children's reading to the parents, it is a source of instruction both to young and old. There are three instances of girls, who had had a little education such as the dames give, but who were too old to come to the school when it opened, who have, through these books and the help of their younger brothers and sisters, managed to educate themselves; and in two of the cases, with the exception of writing, are nearly equal to those at school.

You have often heard me speak in favour of the secular books published by the Educational Board in Ireland; and I must confess that to their Lesson Books, and the books published by Mr. Sullivan in connexion with it, this school owes much of its success. The useful hints given in the prefaces, as to modes of teaching, are very important. You must recollect we had to begin from nothing; and simple as the qualifications necessary for conducting a village school may appear to be, books of this kind are absolutely necessary in order to secure any amount of success. I think these books have, through this school, been introduced to six or seven other schools in the neighbourhood.

* * * * *

A short time ago I recommended a lad of 21, rather a well-disposed one, but a lump of ignorance, for employment to neighbour, who has this winter employed several young men of good character, giving them 9*s.* per week, 2*s.* of which they were to put in to the Savings' Bank. This is a class of men who do not earn more than 6*s.*, or at most 7*s.* per week with the farmer, and very often turned off in the winter because they are not married. Well, you would scarcely believe it, but this man—with great reluctance—through my advice, brought himself to accept the offer, although he had never been earning

more than 6*s.* or 7*s.* a-week in his life, and during the winter was sure of being out of employment more than half his time, and after lingering on three weeks, threw it up, because "he could not abide," as he said, "the being obliged to save 2*s.* a-week, and put it in the Savings' Bank."

Surely this is an instance of dense, stolid, bucolic, Hampshire-hog ignorance, in which education must have done good. However, the lad is going to the evening school, and I hope may in time have his eyes opened.

Some here tell me education will spoil them for labourers; my own experience says quite the contrary, and I am confidant, the industry of a nation will be increased by education. The poor by it become much more anxious for the good opinion of those around them, and more ready to take up any industrial employment belonging to their station, and for which they are fitted.

I think it is an observation of your own in the Report of last year, "That as is the attention of the clergyman, so is the school;" and there is no doubt that, in country parishes, he is a necessary element in any plan likely to be attended with success; and I can imagine no way in which so small an amount of time, regularly and systematically given, can be productive of anything like the same amount of good, if properly applied, and with a view to introducing the same amount of knowledge, and the modes of conveying it, which seem to be contemplated by those who take a leading part in our own National Society. I am often told I aim at too much. My answer is,—Look at the books published by our own educational societies: are they intended to be taught or not? In point of cleanliness, I think we have succeeded far beyond anything that I have ever seen; and this was a thing of great importance.

What we want, and what I must press upon you, is this—a few thoroughly good examples of real working schools in each county, well worked out: if this could be effected, I think it would be attended with great good.

You must not construe anything which I have said about the cripples as working up materials hitherto of little value, into mere utilitarianism, or that these remarks are written in any spirit of that kind. In the matter of education, higher and better feelings ought to prevail, and I hope in this country always will.

* * * * *

Report by the Rev. John Allen, on Schools in the Counties of Brecon, Cardigan, Carmarthen, Pembroke, and Radnor.

MY LORDS, King's College, London, May 5, 1846.

THE Bishop of St. David's having sanctioned an inquiry into the state of the schools within that diocese, I received instructions from your Lordships to make a tour of inspection last autumn in the counties of Brecon, Cardigan, Carmarthen, Pembroke, and Radnor.

My inquiries regarded (1) the schools aided by public money; (2) the endowed schools.

In the case of the endowed schools, I had no claim to any information beyond what might be communicated as matter of courtesy in answer to inquiries made with the sanction of the Bishop. The cases were rare in which those inquiries did not meet with ready and full attention.

As my tour extended only over a period of six weeks, and those in the most unfavourable season for the inspection of schools, (commencing August 5 and ending September 15,) its results cannot afford a complete account of the state of education in the district. Some facts were, however, elicited, which seem to deserve attention, and I have reason to think that not many important schools for the poor within these counties escaped my notice.

Where the existence of an endowed school was noted in the Reports of the Charity Commissioners, printed questions were sent to the officiating clergyman of each of the parishes in Brecknockshire, Cardiganshire, Carmarthenshire, Pembrokeshire, and Radnorshire. By an oversight, the inquiry was thus extended into a part of the diocese of Hereford. These questions, with the substance of the information elicited by them, are given in the Appendix. The following table (*see* p. 108 to 117) gives the names of the schools visited by me, together with some observations in reference to them.

It will appear from this table that there are several schools in this district which cannot be visited without great pleasure; and especially in the south of Pembrokeshire, where there are no difficulties connected with the language, schools have been raised, and teachers appointed, that would be considered excellent in any part of England. Nevertheless, in an educational point of view, the general aspect of the country, especially in those districts which lie away from the great thoroughfares, appeared to me to be very melancholy.

In other districts I have had occasion to notice how much the excellence of the school depended on the pains of the clergyman. In this district most of the benefices are poorly endowed, residences are often wanting, and many of the clergy live away from their cures; consequently the advantages derived from the pastor's visits and the unbought labours of members of his family appear to be in many parts wholly unknown.

SCHOOLS in which Boys and Girls are taught,

—	Numbers present on the Day of Inspection.		Not advanced in reading beyond Words of Four Letters.		Able to read a Verse in the Gospels with ease.		Writing on Slates.		Writing on Paper.		Working Sums in the First Four Rules.		Working Sums in the Compound Rules		Working Sums in Proportion.
	Boys.	Girls.	Boys.	rls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Abergwili . . .	48	30	9	..	18	..	21	..	23	..	22	..	3	..	9
Aberystwith. . .	90	72	54	29	12	15	68	72	22	0	24	22	2	0	0
Brecon, St. John's .	56	81	13	23	14	28	47	..	9	24	15	14	4	9	3
Carmarthen. . .	47	81	28	38	3	20	0	81	17	0	15	0	3	0	1
Hay	60	48	23	17	8	16	38	28	13	11	33	24	0	0	0
Llanelly. . . .	85	58	63	38	5	8	6	25	9	8	4	0	0	0	2
Narberth . . .	84	48	20	..	49	..	27	..	33	..	25	..	11	..	9
Pembroke Dock .	169	108	..	..	..	..	..	..	107	83	..	..	..	..	..
Tenby	64	92	23	..	15	..	45	..	19	..	44	67	0	0	0

SCHOOLS under

Amroth	39	38	15	15	14	10	0	0	19	11	1	0	2	0	4
Angle	19	19	4	3	4	6	0	0	10	12	2	0	4	0	2
Borth	41	25	13	6	8	3	29	25	12	0	13	6	5	1	3

apart, under a MASTER and MISTRESS.

GENERAL OBSERVATIONS.

The boys' school only examined. Discipline orderly. Master's arrangements appear methodical. Instruction very satisfactory. Children's intelligence well exercised. Reading, writing, and arithmetic good. Catechism taught with pains. Master appears to be of the right sort. The clergyman appears to take a strong practical interest in the school.

Master has 30*l.*, + house and garden. Mistress 20*l.*, + house and garden. Instruction very scanty in the boys' school. Girls' school much better taught. Discipline of the boys unsatisfactory.

Instruction in the Scriptures good, especially in the girls' school. Writing and reading respectable. Arithmetic of the boys accurate. Both master and mistress appear to be rightly minded, pleasing, and painstaking. Master interrupted somewhat by his avocations as parish clerk, &c. School apparently much indebted to the pains of the curates and others. Desks arranged on Lancaster's plan.

Instruction of the boys very scanty. Children not very clean or orderly. Instruction of the girls far more satisfactory, as far as regards reading and religious knowledge. The girls quiet and clean; hair not very tidy. A committee of ladies take much interest in the girls' school. An assistant in the girls' school.

Instruction satisfactory in all respects, considering the few months the master has been at his post. Master has been trained at the central school, Westminster. Appears to be intelligent, and anxious to do his work with kindness and zeal. Great interest taken in the school by the clergyman. Substantial building.

Mistress has been at work but a short time; appears pleasing. Very little appears to be taught to the boys, who are in disorder and dirty. Master appears not deficient in education or intelligence, but I could find little traces of any serviceable attention given by him to the school. Spacious rooms, dilapidated, earth floors.

Boys only examined. They are taught with great precision; they read out well, spell well, do their arithmetic with accuracy. They repeat pieces out of McCulloch's lesson books, but have not learned any Scripture by heart. Writing fair. Children very orderly. Master appears to love his work and to be faithful therein. The boys have been carefully taught to follow a prescribed routine, so that when questioned they do not appear to be as intelligent as they really are. The old poorhouse converted into a school-room at the clergyman's expense.

Reading excellent, especially of the girls. Intelligence and knowledge of the Scriptures very satisfactory. Arithmetic good. Some knowledge of geography, grammar, and history of England. Singing very good. Girls work well. Teachers appear to do their work well; are gentle and pleasing in manner. Girls not examined throughout, and boys not perfectly examined, but appear to be well worked throughout the school. Good building, every convenience inside and outside. The officers of the Dockyard take a great interest in the school. Children clean; arrangements for washing on the premises. Teachers educated at Chichester.

Instruction of the upper classes respectable. Reading fair; some questions answered very well. Knowledge of Scripture respectable. The lower classes too large and should be in an infant-school. Girls' school much indebted to a committee of ladies. Boys not so clean as they might be, and said to come from a low class. Teachers quiet, pleasing persons, appear to do their work with pains and intelligence. No separate conveniences for the two sexes.

a MASTER.

Clergyman teaches in the Sunday-school. Children are taught the 39 Articles. Building in the churchyard; ill ventilated, concrete floor. School built on the edge of the churchyard, with no necessary outbuildings. Master appears to do his work under a sense of duty.

Room built recently by the landowner. Instruction very scanty. Master said not to want capacity. Receives, as it is said, less than 15*l.* per annum.

Building excellent; the necessary outbuildings not as yet raised. School chiefly raised by the exertion of two ladies, strangers to the district. Master assisted by a mistress for the needlework; he receives 14*l.* + the pence of the children; mistress receives 2*l.* Master teaches arithmetic fairly. Makes the children read out in an audible voice. Appears not deficient in energy. Building used also as a place of worship.

SCHOOLS under a Master.	Numbers present on the Day of Inspection.		Not advanced in reading beyond Words of Four Letters.		Able to read a Verse in the Gospels with ease.		Writing on Slates.		Writing on Paper.		Working Sums in the First Four Rules.		Working Sums in the Compound Rules.		Working Sums in Proportion.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Brecon (Collegiate)	School not taught by the person receiving the salary. Scholars have dwindled teacher.														
Brecon (Powell's) .	School kept in a low room; at the time of my visit broken up by the infirmity trustees for improvements.														
Builth	22	0	8	0	6	0	0	0	10	0	4	0	0	0	0
Cardigan . . .	71	0	12	0	10	0	39	0	32	0	11	0	9	0	6
Carmarthen, Queen Elizabeth.	32	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Carmarthen, Powell's End.	35	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Cwm Toyddwr .	4	0	..	..	..	..	..	..	..	..	..	..	..	..	..
Devynnock . . .	37	35	11	5	18	17	3	6	19	17	5	14	7	0	2
Haverfordwest, Tasker's End.	41	0	2	0	18	0	0	0	41	0	24	0	0	0	17
Haverfordwest, Nat.	83	..	21	..	36	..	0	..	55	..	38	..	7	..	4
Henfynyw . . .	Children dismissed at the time of my visit on account of the vacation. School														
Kenarth . . .	14	1	8	1	0	0	0	0	2	0	1	0	0	0	0
Kenarth (Pantygwinneth.)	12	3	0	0	7	2	0	0	12	3	5	0	1	2	3 | 1
Lampeter Velfrey .	3	6	1	4	1	1	0	0	2	1	0	0	0	1	1
Lamphey . . .	46	26	5	3	23	10	..	..	32	13	..	..	..	..	..
Llanarth . . .	Children dismissed on account of the vacation at the time of my visit. Clerfloor, rented at 25*s.* per annum. No necessary out-buildings. Population														
Llanbadarn (Cardiganshire).	24	18	12	5	4	6	..	..	4	8	..	..	..	..	..
Llanbadarn (Radnorshire).	7	8	0	4	3	0	0	0	4	0	3	0	..	..	..
Llandegley . . .	1	6	0	3	0	1	0	0	1	2	1	0	..	..	..
Llandewi Aberarth	Children dismissed on account of the vacation at the time of my visit. School-essary out-buildings. Area of the room, 32 × 18. Benches arranged on														

GENERAL OBSERVATIONS.

to a small number. At the time of my visit, building shut up. A salary of 4*l.* promised to the acting of the master. Represented to me as not efficient when in operation. Anxiety expressed by the

Endowment 46*l.* per annum, from which the master receives 30*l.* The master has resigned since my visit. The remaining 16*l.* paid to a mistress.

Master very methodical, but does not exercise the intelligence much. Writing well taught. Great deficiency of books, not a Bible nor a New Testament in the school. Room a confined loft; new building in contemplation.

Teaching chiefly carried on by an assistant. Some of the boys learn classics and mathematics. The Scriptures used to be read daily in the school; this not the case now. Boys not examined.

Boys only partially examined. They appear to be taught well in religious knowledge. Some knowledge of Euclid and algebra. Good maps drawn.

New building in contemplation; present structure without necessary out-buildings. Endowment 45*l.* per annum. Attendance of children on the increase. Of the four scholars, two were learning the Greek Testament, one beginning Latin, one learning to read.

Master assisted by his wife in the instruction of the girls. Children orderly. Instruction exact. Great pains taken with their enunciation. Good writing. Considerable progress in arithmetic. Master appears to do his work with liveliness, so as to make his children like their school. Building substantial. More might be done to exercise the intelligence of the children.

An endowed school for heeding and maintaining 50 children. Reading respectable, with fair intelligence. Writing good. Arithmatic fair. Boys admitted at 10, stay till 14. Clothing more valued apparently than the instruction. Catechism repeated respectably. Building dilapidated. Discipline not very good, some boys being always dismissed at Christmas for bad conduct. Master receives a guinea a-week. Income of the school from 170*l.* to 200*l.* per annum.

Organization imperfect. Discipline and cleanliness not satisfactory. Children write well; do arithmetic well. Reading imperfect. Intelligence respectable. Two or three know a little geography. Room not sufficiently ventilated.

built on the edge of the church-yard. No necessary outbuildings.

But few children in attendance, on account of the harvest. Substantial structure; boarded floor. No necessary outbuildings. Room 30 × 16; built on land granted on lease for 60 years, at a nominal rent. 26 children's names on the books.

Spelling and arithmetic carefully taught. Only a part of the school brought down to be examined at the central school-room. Difficult to question them on account of their ignorance of English. 60 children's names on the books.

10*l.* is paid from a charity fund to the master, who is, as I fear, but of little use in his situation. The harvest time unfavourable for school keeping; nevertheless, in the village, within a few yards of the school, there were more than 20 children playing in the dirt. An excellent building raised in another part of the parish.

Reading, writing, intelligence, and knowledge of Scripture very satisfactory. Eight boys draw maps. Master quiet, painstaking, appears to do his work well. Is helped by the Sunday-school teaching. Subscriptions to the school 16*l.* per annum. Children quiet and orderly.

gyman anxious to build, unable to obtain a site. Present school-room a poor hovel, mud walls, mud of the parish, 2421.

Two boys have begun Latin. Instruction scanty. Master has had considerable education; gentle in manner, deficient apparently in method. Endowment under 14*l.* No necessary outbuildings.

School kept in the church. Children only partially examined. Attendance scanty, on account of the harvest.

Master complained of for incompetence, and the complaint appears well founded. School kept in a portion of the church. The whole circumstances of the appointment to the school such as need inquiry.

room built on a piece of waste land granted by the parishioners in vestry. Not enclosed. No ne-Lancaster's plan. Concrete floor. Walls 12 feet high.

SCHOOLS under a Master.	Numbers present on the Day of Inspection.		Not advanced in reading beyond Words of Four Letters.		Able to read a Verse in the Gospels with ease.		Writing on Slates.		Writing on Paper.		Working Sums in the First Four Rules.		Working Sums in the Compound Rules.		Working Sums in Proportion.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Llandilo-vawr (Endowed).	7	2	6	2	1	0	..	..	..	..	..	..	..	..	..
Llandilo-vawr (National School).	27	8	13	2	6	1	0	1	10	1	2	0	1	0	0
Llanelly (Breconshire).	30	32	10	15	9	12	12	7	9	12	16	16	2	3	2
Llanelwedd . . .	9	9	1	2	6	5	0	0	6	5	1	2	1	1	1
Llanfihangel Rhydithon.	6	8	..	..	..	..	..	..	3	4	0	2	2	0	..
Llangunnog . .	30	13	..	..	12	9	..	..	17	5	4	0	2	0	5
Llangendeirne . .	40	15	14	6	16	2	0	0	25	4	2	2	2	0	4
Llanigon . . .	18	18	7	1	4	10	..	..	6	9	5	8	1	0	0
Llanilar. . . .	16	17	3	2	7	5	0	0	9	6	4	4	0	2	4|1
Llanllwchaiarn. .	Children dismissed on account of the vacation; tenure of site, a lease of 99														
Llanthew . . .	17	20	4	7	2		0	0	9	12	0	1	0	0	0
Llanwnneth, or Llanfynydd.	12	8	3	5	6	0	1	0	9	0	3	0	0	0	0
Llanwrda . . .	32	16	7	8	12	2	0	0	16	3	2	0	7	0	5
Llanwrtid . . .	20	16	3	5	9	5	2	1	16	11	8	3	0	0	4
Manordeifi . . .	28	36	6	12	11	9	4	4	17	10	7	6	6	0	1
Marloes	36	19	9	5	3	2	0	0	20	7	2	2	3	0	5
Newport . . .	50	62	18	21	11	12	0	0	23	20	11	3	4	0	2
Nolton	25	18	2	4	6	4	0	0	10	4	2	0	2	0	1

GENERAL OBSERVATIONS.

Endowment only 9*l.* per annum. School has dwindled almost to nothing.

Clergyman anxious for the establishment of good schools. Master receives 6*l.* + the children's payments, perhaps 12*l.* or 14*l.* more.

Instruction of the first class very satisfactory. More might be done for the lower classes. Master appears pleasing in character, intelligent, and very anxious to succeed in his work. School greatly indebted to the pains of a neighbouring lady. Master has a house, 20*l.* per annum + the children's pence. Periodical inspection desired by the school managers.

Sadly confined hovel for a school-room. Master appears to be a quiet, serious, painstaking person.

Children not examined. School in the churchyard, adjoining the church. No necessary outbuilding. No endowment. No subscription. Master receives from 15*l.* or 16*l.* from the children's pence. Nearly twice as many children in attendance during the winter.

15 children are clothed. Writing and arithmetic well taught. Intelligence little exercised. Children understand English very imperfectly. Building substantial. Master appears painstaking.

Clergyman anxious for a new building; the present adjoins the church; no necessary conveniences. The curate appears to have taken pains with the religious instruction of the children:

Boys and girls mixed of a morning, in the afternoon twice a-week. The girls are taught sewing in an adjoining cottage by the rector's daughter. Children write well; read fairly; are taught the Catechism fairly. More might be done to exercise their intelligence, and to bring on the lower classes. Substantial building adjoining the churchyard; no necessary outbuildings. Master well spoken of as to character; children quiet.

School built on churchyard; no necessary outbuildings. Clergyman and squire both anxious for a building in a more convenient situation. Master does his work with pains; receives 9*l.* from an endowment. The children learn their Catechism; most have learned some chapters in the Scriptures. Arithmetic carefully taught; writing fair.

years, at 2*s.* 6*d.* per annum. No necessary outbuildings.

Master one of Madame Bevan's circulating teachers. Instruction scanty. School kept in the south aisle of a dilapidated church; no necessary outbuildings; a sad spectacle.

Instruction very scanty in all respects; children not under discipline. Master does not appear to question the children; talks to them in Welsh, so that the children do not understand the English they attempt to read. Building substantial; boarded floor.

Arithmetic respectable; writing fair. Instruction not satisfactory, in respect of questioning and intelligence. Children understand English imperfectly. Master, the substitute of him who enjoys the endowment, and receives 10*l.* 10*s.* + the payments of the older children. Good building.

School kept in the west end of the church; the part appropriated to worshippers being walled off; earth floor. No necessary conveniences for the children. Master well spoken of as to character; appears to be painstaking. The boys understand English very imperfectly, and are not questioned.

Master assisted by a mistress for the needlework. Most of the children learn the Catechism; some learn a little Scripture. Writing fair; arithmetic fairly accurate. Intelligence not much exercised. Master has some knowledge of music, and leads the children's singing with his violin. Building used as a place of worship once a fortnight. The children of the farmers pay the master for their schooling. Master receives 28*l.*; mistress 8*l.* for teaching the needlework.

Master painstaking; appears to act under a sense of duty; not trained. Catechism repeated with fair accuracy; reading imperfect; writing and arithmetic well taught; intelligence little exercised. No necessary outbuildings.

The central school of Madame Bevan's trustees, where their masters are taught. Not in a satisfactory state. The best feature in the school is the arithmetic; this, so far as it goes, is fairly accurate.

The elder children learn by heart chapters of Scripture. Some of the children answer respectably, and with intelligence, in the Scriptures. Master a quiet painstaking person; appears to be much aided by the efforts of the curate. Children are quiet; mistress teaches needlework to the girls of an afternoon. School-room in the churchyard. Desks on Lancaster's plan. Master receives 20*l.* per annum.

SCHOOLS under a Master.	Numbers present on the Day of Inspection.		Not advanced in reading beyond Words of Four Letters.		Able to read a Verse in the Gospel with ease.		Writing on Slates.		Writing on Paper.		Working Sums in the First Four Rules.		Working Sums in the Compound Rules.		Working Sums in Proportion.
	Boys	Girls	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Presteigne . . .	43	0	0	0	22	0	0	0	33	0	4	0	8	0	5
Pwllcrochan . .	24	2	0	0	14	1	9	0	19	2	4	0	3	0	5|1
Radnor (New) . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Rhaiader . . .	35	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Roch	29	6	9	2	7	2	1	1	9	1	1	0	1	0	1
St. David's . .	34	27	7	10	10	7	0	0	19	12	4	3	4	4	2
St. Ishmael's . .	12	14	5	2	3	5	0	0	3	6	1	0	1	1	1|2
St. Issell . . .	39	0	11	0	12	0	0	0	22	0	3	0	0	0	6
Solva	17	9	6	4	6	3	0	0	5	5	3	0	1	0	0
Stackpole . . .	52	39	4	3	30	20	14	13	34	23	22	27	13	5	13|4
Steynton . . .	26	14	10	6	8	5	0	0	6	3	0	0	0	0	0
Talgarth . . .	33	37	5	8	10	11	9	15	20	16	0	13	5	0	6
Tenby	131		..		40		72		49		45		8		4
Uzmaston . . .	56	37	10	12	21	7	23	24	33	13	..	..	..	..	..
Warren	21	16	10	2	5	5	4	6	7	8	5	8	2	0	..

GENERAL OBSERVATIONS.

Children learn the Catechism with a little Scripture; arithmetic fair; writing good. Master assisted by an usher. Endowment noted as 136*l.* 18*s.* 6*d.* per annum. Three boys learn geography; ten, grammar; eight, the History of England.

Reading, writing, and arithmetic well taught; some knowledge of Scripture; intelligence fair. Master appears to have done his work faithfully as a teacher. Room, a dilapidated, ill-ventilated loft. £10 left for teacher, + 2*l.* for books, as an endowment. No record of expenditure of the 2*l.* Master professes himself willing for the future to allow this 2*l.* to be expended by some one else for books for the school. No fund for building.

A new building; the necessary outbuildings not as yet raised. Endowment of 10*l.* Appointment of a new master seems necessary to the children, deriving true advantage from the new structure.

Children dismissed before I reached the school, on account of its being market-day. Endowment from 12*l.* to 14*l.* per annum. School on the edge of the churchyard; no necessary outbuildings.

New building greatly needed, and in contemplation. Master appointed more than 30 years since. Endowment 18*l.* per annum. Farmers' sons pay quarterage. Room for improvement in all ways, and prospect thereof. No necessary outbuildings.

Intelligence and knowledge of the Scriptures satisfactory. School appears much indebted to the pains of the clergyman. 20*l.* paid to its support by the Chapter. Master pleasing and intelligent. Room ill-ventilated; hope of a new one. No necessary outbuildings. Desks arranged on Lancaster's plan.

Master does not appear to take much interest in his work, or to have been efficient therein. Instruction very scanty.

School built on the churchyard; no necessary outbuildings. Master advanced in years. Amount of instruction given, scanty. Want of funds for books.

Room spacious. Instruction scanty. Railings needed for safety in front of the building. Master untrained.

School supported by the landowner. Arithmetic and writing very good; reading fair. Intelligence and knowledge of Scripture good. Some knowledge of geography, grammar, and History of England. Discipline good. Master trained at Westminster; quiet and painstaking. Likely, as I hope, to improve year by year in his work. Needlework taught to the girls by his wife.

Master receives an endowment of 30*l.* per annum; is a relative to the benefactor. Not competent, apparently, to give much instruction. No arithmetic taught.

The school appears considerably indebted to the pains taken by the clergyman and others on the Sunday. The children of the first class learn Scripture and the catechism with intelligence. Spelling respectable. Reading and writing not above mediocrity. Desks and benches on the Lancasterian plan. School in the north aisle of a spacious church. Master, the parish clerk, well spoken of as to character. Not trained. Master's wife assists as sewing-mistress.

School intended for infants; attended by some older children. Master is assisted by his wife. Instruction highly satisfactory as regards intelligence and knowledge of Scripture. Manners and appearance of the children pleasing. Both teachers appear to do their work well in all respects. Building good. Children badly accommodated at the church.

Children are taught the Scriptures well; are well advanced in arithmetic; read, write, and spell respectably. Know something of geography and grammar Some are carried into algebra and other matters. Are very quiet and intelligent. Master appears modest, painstaking, and intelligent. Trained under Mr. Wilson at the Westminster Central School. School much indebted to a lady of the neighbourhood. The children are catechised in church by the clergyman. New building in contemplation.

Boys are employed half the day in agriculture, seven acres being given up to spade husbandry. Schools fitted with every convenience of sheds and tanks for a model agricultural school. The master receives the pence, and has house, garden, and outbuildings rent-free. Pays rent for the land at the rate of 1*l.* an acre, the landowner being desirous of trying the experiment of a self-supporting school. Instruction fairly satisfactory. Intelligence and knowledge of Scripture respectable. Reading and writing fair. Arithmetic poor. Master gets help in the teaching from visitors.

SCHOOLS under a Master.	Numbers present on the Day of Inspection.		Not advanced in reading beyond Words of Four Letters.		Able to read a Verse in the Gospel with ease.		Writing on Slates.		Writing on Paper.		Working Sums in the First Four Rules.		Working Sums in the Compound Rules.		Working Sums in Proportion.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls	
Weythell . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Whitton . . .	22	11	3	0	7	4	0	0	10	8	6	6	2	2	2
Ynyscedwyn . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
SCHOOLS under															
Brecon, St. David's	26	40	9	11	1	5	..	4	3	6	0	0	0	0	0
Builth	0	23	0	5	0	9	0	0	0	8	0	0	0	0	0
Cardigan . . .	0	34	0	3	0	11	0	0	0	0	0	0	0	0	0
Castlemartin . .	10	6	1	1	2	2	5	6	2	0	3	1	0	0	0
Johnstone . . .	16	12	5	3	4	2	0	0	11	9	2	3	2	0	1
Llanbeder . . .	5	10	4	4	0	0	0	0	0	0	0	0	0	0	0
Llandilo Vawr . .	8	35	6	22	2	8	0	1	1	10	0	4	0	0	0
Llandilo Vawr (Lord Dynevor's).	0	29	0	19	0	4	0	4	0	1	0	5	0	0	0
Roch	0	16	..	..	..	..	0	0	0	4	0	0	0	0	0
St. Issell . . .	10	43	7	7	0	24	0	0	0	0	0	0	0	0	0
Yniscedwyn . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

GENERAL OBSERVATIONS.

School dismissed on account of the vacation at the time of my visit. Attendance diminished to some 14 little children. The master farms the lands of the endowment, which may be worth 50*l.* per annum. He used to pay much more attention to his school than he does now. His age, 70. His chief attention appears now to be given to his land. He is represented as a respectable, well-conducted person; and the land has much increased in value under his culture.

Discipline satisfactory. Instruction, so far as it goes, satisfactory. The children have not been much questioned. Master has been well educated; appears to be right-minded and intelligent. Endowment 113*l.* per annum + a good house and garden. School-room 28 feet by 16.

Children only partially examined. The building an excellent one, raised by the owner of the iron-works for the benefit of the chilren of his workmen (with assistance from the Committee of Council on Education).

a MISTRESS.

Boys very young. Building in the churchyard, adjoining the church, not properly ventilated. Mistress receives 17*l.* per annum + the pence of the children, about 6*l.* more. School appears to be indebted for some part of the teaching of the children to the visits of the clergyman.

Mistress receives 16*l.* from an endowment; the children are taught in her cottage. Instruction pleasing.

Children clean and orderly; are taught in mistress's house. Get on well in reading. Intelligence but little exercised. Mistress pleasing and gentle in manner.

Reading, and knowledge of Scripture, considering the circumstances, good. The children answer with some intelligence, chiefly, as it would seem, from the pains of the clergyman and of the family of the squire.

Building and fittings somewhat dilapidated. Benches on Lancaster's plan. Reading imperfect; writing fair; some knowledge of Scripture. Some progress made in arithmetic. The faith and duty learned. School has been greatly indebted to the pains of a lady who has recently left the parish.

Mistress a poorly instructed dame, who receives 6*l.* out of an endowment of 16*l.* Every child receives, through the liberality of the clergyman's wife, some article of clothing at Christmas; but with this encouragement it is difficult to get the children to school. A good teacher would probably be more effectual in ensuring attendance than any presents.

School consists of infants, together with some older girls, the latter very nicely taught. Mistress represented as a religiously-minded person; all that I saw of her much in her favour.

Children partially clothed. Mistress of a routine character, well spoken of; does not appear to do much for the instruction of the children.

School not examined perfectly; held in a cottage, under a dame, who receives help from the daughter of the squire.

The boys chiefly attend the school under the master. Some instruction given to the children through the kindness of the Sunday-school teachers. Funds deficient. No necessary out-buildings.

Mistress a very pleasing, motherly person; perhaps not very successful in bringing out the intelligence of the children, but on the whole such as must be considered very efficient.

The English language, in which the instruction is professedly given, is, in the rural parishes of Brecknockshire, Cardiganshire, Carmarthenshire, and the north of Pembrokeshire, never heard either at home or at church. An intelligent teacher will indeed take advantage of the two languages to exercise the understandings of the children, by making them translate at every step, and so assuring himself of their apprehension of the meaning of their lessons; this, however, cannot be expected from teachers who are themselves imperfectly acquainted with English, and who have received little mental training of any kind. Some are discarded excise men, some are broken-down tradesmen or beersellers, some have been soldiers or sailors, who, with a little skill in writing and figures, have picked up in their travels a little knowledge of English. The Welsh idiom differs widely from ours: a clergyman visiting a school was surprised by the teacher's exclaiming "Why, boys, do you not all stand upon your heads?" which, being literally translated into Welsh, would be a call upon scholars to use their wits independently of each other.

The pecuniary support given to the teacher is commonly very scanty; but much might be done to raise his position, if better use were made of existing endowments. A good school exerts a beneficial influence far beyond the limits of the parish in which it is situate. The books and methods used in it will be noticed and used in other places. The endowments in the counties visited by me in South Wales are neither large nor frequent; but of these not one in four, in my judgment, is so applied, that a person of plain sense, without any predilections for particular modes of teaching or organization, would feel on visiting the school, and examining the children, that the founder's intentions were satisfactorily carried out.

The larger endowments are not exempt from this statement. In these five counties, not reckoning the Boughrood charity, and Mrs. Bevan's funds, there are five schools whose incomes severally exceed 130*l.* per annum, one being near 200*l.* Of these five, three are in an unsatisfactory condition, and neither of the other two is under properly trained teachers, or does more than communicate, with moderate intelligence, the first elements of knowledge to some 40 children; one of these two appeared, from the character of the teacher, to attain some of the best ends of such an institution.

It may be right, however, to make statements somewhat more specific, premising that my inquiries were not directed to the detection of abuses, but that my purpose was to visit the largest endowments, and to see the more noticeable schools: and that I feel assured that if a personal visit were made by a stranger to this district, a state of things in some respects yet more deplorable than what is set down in this Report would be disclosed in answer to his inquiry.

The largest endowment is that administered by Mrs. Bevan's trustees, the annual income of which, according to the returns of 1837, is 944*l.* 12*s.* This sum is applied (1) to the payment of

schoolmasters, who labour two or three years in a parish, and then remove to another locality; (2) to the remuneration of a travelling inspector, whose operations appear at present to be chiefly confined to receiving from the masters themselves an account of what has been done in their schools, without sufficient pains being taken to ascertain, by examination, how far the children have truly learned what they have been professedly taught; and (3) to the support of a model school at Newport, in Pembrokeshire, where the masters may receive that instruction which is to qualify them for their office. Such of the masters as I saw at work did not impress me very favourably as to their qualifications. The model school, at Newport, was examined by me. The best part of the instruction was in arithmetic. The reading was not good; the writing poor; the classification very imperfect. Considering that the chief aim of the benevolent foundress was to improve the religious education of the principality, the results are remarkably unsatisfactory. Of 50 boys present, of the usual age of those found in National schools, only four knew the Ten Commandments in their own tongue, and none had learned any other portions of Scripture. None knew the Church Catechism either in Welsh or English. A profession is made of teaching Griffith Jones's Welsh Catechism; but of 62 girls present, only 10 had learned it, and of the 50 boys, only one. The master was trained, about 30 years since, at the central establishment of the National Society, and keeps his pupils quiet.

At Llanfynnydd there is an endowment, stated to be worth 46*l.* per annum; of this it was said that one-third only was paid to the master, nor did it seem to me, when I examined the children, that the remuneration was insufficient. The children did not appear to be under control, they were not, (so far as I could learn,) questioned in the books they were reading; their comprehension of which was sadly imperfect. Some were professedly taught the Church Catechism, but on trying them, only one child could repeat the answer to the question on the duty to God. In giving such easy sums as the master directed me to try the children with, no one child brought out a right answer, and only one appeared to know how the sum should be worked. The writing and reading were equally unsatisfactory. I found 20 children in attendance, but in the winter there are said to be many more scholars.

At Brecon, there is a master supported by the Boughrood charity, part of which is applied to the apprenticing of boys. The funds are stated by the Charity Commissioners as yielding 261*l.* 15*s.* 2*d.*, a sum which will be increased, when the lives on which the property is now leased run out. The mode in which the boys have been taught has been for some time, as I am informed, a cause of great dissatisfaction. At the time of my visit they had been recently dismissed, on account of the master being incapacitated by age and infirmity. The trustee, with whom I conversed, expressed himself most desirous of improvement. It is obvious that

money given in the shape of apprentice fees with boys poorly educated, and not of intrinsic worth, must commonly be ill spent, as offering inducements to needy masters to submit to the inconvenience of receiving an indifferent apprentice, but having no perceptible tendency to improve the condition of the boys.

At Brecon, the collegiate school, endowed with 32*l.* 9*s.* 4*d.*, is not taught, and has not, as I understand, for some time been taught by the person enjoying the endowment. In his place there is an assistant engaged at a salary of 4*l.* per annum. On inquiring of this assistant how many scholars he had, he said that before the holidays he had six or eight, but that the week before my visit he had only two, and that as during the week of my visit these had dwindled to one, he (the assistant) had left off going to the school.

It should also be mentioned, however, that at Brecon, an endowment of 30*l.* is paid towards the support of the National school in St. John's parish, which (as will be seen by the foregoing table) appeared to me to be taught satisfactorily.

At Llanwrda there is an excellent house, and an endowment returned as 67*l.* 8*s.* 5*d.* These are enjoyed by a person who bears a good character, but who, not having been trained to the work of school-keeping, has never, as I believe, attempted to fulfil the duties of the post: he pays a salary of 10 guineas per annum to the acting schoolmaster, who also receives payments from the children to the amount of about 20*l.* more.

At Swansea there is an endowment for a free grammar-school, returned as 90*l.* per annum. The statement made to me by the officiating clergyman is, that the building is "made use of to keep beasts;" that "the schoolmaster died in 1842, and no other appointed, nor any school kept since."

At Llandegley, the circumstances stated to me, in reference to the payment of the late master, and the appointment of the present, who appeared to be unable to set about the working of an easy sum in multiplication of money, seemed to me such as should undergo investigation in a court of justice.

It may be said that it is not fitting that one who must be considered as in a great degree a stranger to the habits and peculiarities of the country should apply a standard, formed from schools organized under very different circumstances, to measure the efforts of those who labour in a remote district, and that he should estimate the merits of such efforts, without making allowance for the difference there is between the education requisite in cities, towns, villages, and mere rural parishes. And it must be acknowledged that if an Inspector of Schools be not in some degree sensible of the difficulties in the way of obtaining satisfactory results, or if he only draw invidious attention to matters of taste or of external organization, his reports will proceed on a wrong principle, and his inspection deserves to be characterised as something worse than needless. How far this Report may be liable to such a censure, it is not for me to decide. My own impression was, after visiting

Radnorshire and some other of the remote parts of South Wales, that the eye of a stranger was needed, and that no one could go through the district without being strongly moved to do all that might lie within his power to draw attention to the existing condition of things.

There is a school in Radnorshire, the endowment of which is about 40*l.* per annum, after being long in a most unsatisfactory state, and special notice having been made of it in the Report of the Charity Commissioners, an arrangement was made, whereby a clergyman was appointed, who was also incumbent of a poor parish, with a population of more than 500 souls scattered over a district nine miles in length. At the time of my visit, he had undertaken, as a temporary arrangement for an indefinite period, the duty of another large parish, with a population of more than 900, scattered over a mountainous district; he had also undertaken the duties of a chapel, situated in a district adjoining his own incumbency. The endowment which was left for the encouragement of a good schoolmaster is applied to augment the income of a poorly paid clergyman, who on a Sunday has to ride a circuit of 20 miles, to do the duty of three churches. Is it to be wondered at that on entering his school, four children only were found in attendance in a miserable hovel? Since I left the district, I have heard that the number of scholars has increased to eight, that there is a prospect of the master being helped by a well-qualified assistant, and that a subscription has been entered into towards building a school-room, to which the bishop has contributed 20*l.* Another school in that county, endowed with land worth 50*l.* per annum, is attended by some 12 or 14 little children: the master farming the land has latterly given more attention to his farm than to his school. Matters still more painful show need of some foreign inspection.

On visiting a town in the north of Brecknockshire, where there is a considerable endowment, I was met by some of the trustees, who told me that the master was an habitual drunkard, but as his connexions were respectable, no one was willing to incur the odium of an effectual attempt at his removal. I proceeded to ascertain whether there were credible eye-witnesses of his misconduct, and having provided myself with written testimony, I communicated with one of his relatives, who undertook on his behalf that he should resign his post as schoolmaster, which resignation has since taken place.

In a town in Radnorshire, I was told that the master was so far known to be addicted to liquor, that when one of the trustees (a man of considerable station) was expostulated with on account of the master's being seen drunk in the streets, it was answered that the quarterly payment of his salary from the endowment had just been made, and one must not be too severe in one's expectations at such a season.

I saw this schoolmaster, and telling him what I had heard of his

character, I represented to him that I must use every effort with the trustees to get him removed from his post. He answered, in effect, that "he would not deny that he was occasionally under the influence of liquor—who was not? but that whenever he was so drunk as not to be able to go into his school, he took care to prevent his scholars from seeing him in that state, and to provide a proper substitute in his place."

As yet, I believe that this master retains his post; perhaps feelings of commiseration sway the trustees, and it must be expected that such feelings should have weight; but one's strongest commiseration should doubtless be for the children and the real welfare of the district; nor is it a true kindness to retain any one in a post for which he is unfit. The blame does not rest with individuals so much as with the state of opinion. On speaking of this case to a gentleman, and asking how it and similar evils could be suffered, he replied, "We live here, and get accustomed to them; I go away for a few weeks every winter, and on my return these evils shock me for a time, but after a week or two the edge of my feelings is taken off." On expressing myself somewhat warmly as to the circumstances of a case previously noticed to the clergyman who drew my attention to them, he said, "When I first came into Radnorshire I felt as you do, but a few months' residence in our mountain air would cool your enthusiasm." Yet if there be a district in which order and right and the claims of the community are not so much regarded as private interests and a fellow-feeling for individuals; if, when a place of trust is to be filled, the first question asked is not, Who is likely to fill the place best? but, Whose circumstances most need the emolument? that district must be lapsing into barbarism.

Of 15 schools visited in Radnorshire only three were found to be provided with the outbuildings necessary for decency. As a portion of the church is, in Radnorshire, the most common place for school-keeping, the evils of such a deficiency appear in their most repulsive form. For example, in a parish where a master, paid by Mrs. Bevan's trustees, had recently been appointed, I was shown by the churchwardens the west end of the church (which was of moderate size) partitioned off for the school. This had been done during the previous year, but on the floor of the church (diminished as it was) a large heap of lime was still lying. The font (enclosing bits of candle, slates, and fragments of books) was in that portion which had been set apart for the school. On going with my companion to the communion rails, and observing to him that they enclosed no table, he assured me that the church was furnished with one, but that it might be removed to the school-room, where accordingly we found it placed for the master's use. On drawing my companion's attention to the filth left by the children under the walls, and observing to him that he would not permit that sort of pollution under his parlour window, he replied, "Nay, nor under my kitchen window neither."

It can scarcely be asked, what has the condition of the churches to do with the schools? Such a state of the church and churchyards as has just been noticed is a practical lesson on disregard to sacred things, taught most effectively in a parish. Want of decency, moreover, will be followed by want of morality. The number of illegitimate births in Radnorshire is stated as one in seven of the entire number.* No county in England or Wales stands so low in this respect. The number throughout England is reckoned at one in sixteen.—(Registrar-General's Sixth Report, pp. 40-47.)

Welsh is spoken by the inhabitants of only two parishes in Radnorshire, and, consequently, the difficulties of the language which press severely on so large a portion of Wales are not felt here. There is no disinclination to inquiry. Those who have the best opportunities for knowing the feelings of the people, and who, from station and character, have most claim to be heard on the subject, agree in expressing dissatisfaction with the present state of things and in desiring improvement. Persons in the middling ranks of life expressed to me their sense of the crying need for schools, and stated to me that the cases were not uncommon of landowners born to 100*l.* and 150*l.* per annum being unprovided with the first rudiments of instruction, and sadly feeling their deficiency. I have drawn special attention to the endowed schools, as believing that their funds, if well applied, might prove the means of working on the population a signal change, and that the trustees would, in most cases, thankfully receive any counsel as to means of improvement.

My Lords, I have the honour to be,
Your Lordship's obedient servant,
JOHN ALLEN.

To the Right Honourable the Lords of the
Committee of Council on Education.

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* Through the kindness of Mr. Jones, of Cefnfaes, I have been furnished with the following table of facts in reference to the parishes of the Rhayader Union, of which he is chairman:—

Name of Parish.	Population	Area in Acres.	Amount of Pauper Relief, in 1844 as compared with the Population.	The Proportion of Pauper Relief paid to Mothers of Illegitimate Children.
			Per Head. £. s. d.	Per Cent.
Nantmel	1,345	16,387	0 10 5¼	25·2
St. Harmon . . .	920	..	0 7 2½	12·3
Cymtoyddwr. . .	883	..	0 6 8½	13·5
Llanyre	746	..	0 8 10¼	9·1
Rhayader . . .	742	189	0 3 10½	17·0
Abbey Cwmhir . .	589	10,964	0 7 6	19·7
Llanwrthwl . . .	568	Not yet surveyed.	0 8 10¼	10·7
Llanbadarnfawr . .	448	[illegible]547	0 6 1	25·0
Cefnllys	379	[illegible],135	0 5 11	16·9
Llanfihangel Helygon	102	1,460	0 6 4¼	19·0

GRAMMAR

APPENDIX (A.) RETURNS made by the CLERGY to

—	Amount of Endowment as noted by the Charity Commissioners.	Length of School-room in feet.	Breadth of School-room in feet	Height of School-room in feet.	Is the Building in good repair?	Is it furnished with the Outbuildings necessary for decency?	Are the Children assembled and dismissed each day with Prayer?	What proportion of them regularly attend Church?	Are the Scriptures read daily in the School?
	£. s. d.								
Brecon	32 9 4	..	No return		..	..	..	..	..
Cardigan . . .	21 10 6	30	18	10	No	No.	Yes.	10	Yes.
Carmarthen . . .	20 0 0	..	No return		..	..	..	..	..
Cwm Toyddwr . .	47 0 0	..	No return		The endowment said to be left for the encouragement of a good schoolmaster, without its being specified to be a grammar school.				
Haverfordwest . .	159 1 4	..	No return		..	..	..	..	..
Lledrod	150 18 0	..	School amalgamated with that at Ystradmeiric.						..
Pembroke . . .	11 3 4	..	Old building pulled down; no school kept at present.						
Presteigne . . .	136 18 6	..	No return		..	..	..	..	..
Swansea	90 0 0	..	The building made use of to keep beasts. The schoolmaster died in 1842, and no other appointment nor any school kept since.						
Ystradmeiric . .	86 10 0	50	21	..	No.	No.	Yes.	All.	No.

SCHOOLS NOT

Abergwili (Lloyd's)	6 0 0	62	20	10	Yes.	Yes.	Yes.	45	Yes
Amroth	15 0 0	21	12	8	Yes.	No.	No	40	Yes.
Beguildy . . .	10 0 0	No school-room. Endowment withheld.						..	..
Brecon (Collinson's)	. .	30 B 15 G	27	Good height.	Yes.	Yes.	Assembled with prayer and singing	All are expected, and generally do.	Yes.
Brecon (Powell's) .	21 0 0 + coals, taxes, and repairs.	18	15	7	Yes.	Yes.	No.	¾	Yes.
Builth	59 16 8	36½	30	13	Yes.	Yes.	No.	All.	Yes.
Carmarthen (Lord Chesterton's).	No school in existence since 1727. Case certified by the Charity Commissioners to the Attorney-General.								
Carmarthen (Powell's)	71 0 0	No accommodation belonging to the endowment.					Yes.	About two-thirds.	Yes.
Cynwyll	15 9 0	..	..	..	..	..	..	..	..
Dwynnock . . .	18 16 8	27	16½ each room.		Yes.	Yes.	Yes.	65	Yes.

SCHOOLS.

the Queries sent relative to the Endowed Schools.

Is the Church Catechism taught?	What are the Subjects of Instruction?	What is the largest Number in Attendance on any day in the week previous to the arrival of the queries?		How many learn Latin?	How many can read with ease the Gospels?		How many write on Paper?		How many do Sums in Proportion?		How many do not learn to Write?		How many do not learn Arithmetic?		What is the largest Number in attendance during the last year?		What has been the average Number in attendance during the last year?	
		Boys	Girls	Boys.	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Yes.	Classics.	20		..	..	..	..	..	..	..	..	..	..	..	20		..	..
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Yes.	Classical and arithmetic.	46		36	20		20		36		10		10		78		50	

CLASICAL.

Yes.	R., W., A.,* religious instruction.	50	24	O	25	13	30	8	8		O	14	19		55	45	45	20
Yes.	R., W., A.	23	22	O	12	14	9	8	5		14	14	15	14	28	28	44	
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Yes.	R., W., A.	60	84	O	45	70	12	24	12		O		50	80	80	100	55	75
Yes.	R., W., A.	26		O	20		14		4		6		9		26		15	
Yes.	R., W., A.	24		O	20		16		12		8		12		28		24	
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Yes.	Greek, Latin, mathematics, history, geography, and French.	42		28	All.		All.		24		None.		None.		45		35	
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Yes.	R., W., A., grammar, geography, and history.	40	17	6	40	25	40	20	30	12	25	15	30	20	70	40	50	20

* In the subjects of instruction, R. designates Reading; W., Writing; and A., Arithmetic.

GRAMMAR

APPENDIX (A). Returns made by the Clergy to

—	Age of the oldest Child.	Age of the youngest Child.	What is the average duration of the attendance of the Children?	What are the several rates of Payments of the Children?	How many receive Instruction without Charge?	What Books are used in the School?	Are there a sufficient Number of these?
Brecon	..	..	..	. .	..	. .	..
Cardigan . . .	18	10	..	£1 per quarter.	6	The master a clergyman recently appointed.	
Carmarthen . . .	..	..	..	. .	..	. .	..
Cwm Toyddwr . .	..	..	..	. .	..	. .	..
Haverfordwest . .	..	..	..	. .	..	. .	..
Lledrod	..	..	..	. .	..	. .	..
Pembroke . . .	..	..	..	. .	..	. .	..
Presteigne . . .	..	..	..	. .	..	. .	..
Swansea	..	..	..	. .	..	. .	..
Ystradmeiric . .	24	5	..	0	All.	Xenophon, Homer, Horace.	..

SCHOOLS NOT

Abergwili (Lloyd's)	13	5	Uncertain.	2½*d.*, 1*d.*, ½*d.*	None.	B. books of S. P. C. K.*	Yes.
Amroth	15	4	3 years.	4*d.* 0	39	B. S. b.	No.
Beguildy . . .	..	..	..	. .	..	. .	..
Brecon (Collinson's)	15	6	5 years.	None.	All.	B. T. S. b., Church Catechism.	Yes.
Brecon (Powell's) .	15	8 or 9	..	None.	All.	B. T. S. b., Church Catechism.	No.
Builth	12	6	Till 14	None.	All.	B. T. S. b.	No.
Carmarthen (Lord Chesterton's).	..	..	..	. .	..	. .	..
Carmarthen (Powell's)	16	8	5 years.	6 and 8 guineas per annum.	15	Classical and mathematical books.	..
Cynwyll	..	..	..	. .	..	. .	..
Dwynnock. . . .	20	5	..	6*d.*, 5*d.*, 1*d.*	35	B. T. classical books; Bishop Davy's Hist. Eng., &c.	..

* In the books used, B. designates the Bible; T., the New Testament; and S. b., Spelling-book.

SCHOOLS.

the Queries sent relative to the Endowed Schools—*continued.*

Are they in good condition?	Is the School sufficiently supplied with Slates?	And with Copy Books?	What Maps or other Apparatus does the School possess?	What is the Master's Age?	Is he a regular Communicant of the Church of England?	Clergyman's Estimate of the Master's Capacity and Fitness, especially as regards Moral Character, Intelligence, Acquirements, Habits of Method, and Diligence.
..	..	. .	. .	..	. .	. . . . .
..		. .	. .	..	. .	. . . . .
..	..	. .	. .	..	. .	. . . . .
..	..	. .	. .	..	. .	. . . . .
..	..	. .	. .	..	. .	. . . . .
..	..	. .	. .	..	. .	. . . . .
..	..	. .	. .	..	. .	. . . . .
..	..	. .	. .	..	. .	. . . . .
..	..	. .	. .	..	. .	. . . . .
..	..	. .	. .	45	Yes.	Master a clergyman.

CLASSICAL—*continued.*

Yes.	Yes.	Yes.	Maps bl. bd.; large slate.	22	Yes.	Master educated at Central School, Westminster; bears a good character; diligent, methodical; of fair acquirements and intelligence.
No.	Yes.	No.	None.	32	No.	Not trained; of fair abilities, with mild and equable temper; nothing against his moral character.
..	..	. .	. .	..	. .	. . . . .
Yes.	No.	Children find their own copy books.	None.	40, 42	Yes.	Teachers educated at this school are excellently well spoken of. Some maps to be introduced; some books of geography put into the monitors' hands.
No.	Not one.	Boys buy copy books.	None.	65	No.	Master not competent for his work, from age and infirmity. The salary paid from the Boughrood charity funds.
Yes.	Yes.	Yes.	None.	..	. .	. . . . .
..	..	. .	. .	..	. .	. . . . .
All the boys purchase their own.				45	Yes.	Is intelligent and well informed; makes the boys feel an interest in what is taught; devotes his whole time to his duties, with credit to himself, and with benefit to the public.
..	..	. .	. .	..	. .	. . . . .
..	..	. .	. .	40	Not regular	Of good capacity.

APPENDIX (A.)—Returns made by the Clergy to

—	Amount of Endowment as noted by the Charity Commissioners.	Length of School-room in feet.	Breadth of School-room in feet.	Height of School-room in feet.	Is the Building in good repair?	Is it furnished with the Out buildings necessary for decency?	Are the Children assembled and dismissed each day with Prayer?	What proportion of them regularly attend Church?	Are the Scriptures read daily in the School?
	£. s. d.								
Haverfordwest . .	131 13 10	..	..	..	..	..	..	..	..
Hay (Goffe's) . .	13 0 6	Endowment received by a Baptist minister. School kept in a building adjoining the Baptist chapel; is attended by about 40 children.							
Hay (Pennoyer's) .	14 0 0	40	26	Lofty.	Yes.	Yes.	Yes.	All.	Yes.
Lampeter Velvrey .	. .	34	16	..	No.	No.	No.	About 14	Yes.
Llanbadarnfawr .	7 0 0	37	19½	13⅔	Yes.	No.	Yes.	Most.	Yes.
Llanbadarnfawr Jones, at Penllwynn).	10 0 0	27	16	8	Tolerable	No.	No.	..	Yes.
Llanbeder . . .	22 0 0	Of this endowment, 6*l.* is paid to a mistress; 2*s.* 6*d.* a-week to a pauper; 2*l.* for school-room rent; coals and hauling 2*l.*; repairs and books 2*l.* The children receive rewards in clothing.							
Llandegley . . .	18 0 0	22	12	..	Yes.	No.	Yes.	All	Yes.
Llandewibrevy . .	9 0 0	36½	17¼	..	No.	No.	..	Occasionally.	Yes.
Llandilofawr . . .	9 0 0	..	..	..	..	..	..	..	..
Llanelwedd . . .	16 15 0	21½	8	7	..	No.	Yes.	18	Yes.
Llanfynydd . . .	15 0 0 + repairs, &c.	22	15	15	Yes.	Yes.	Yes.	12	Yes.
Llangendeirne . .	21 17 6	20	14	8	Poor.	No.	Yes.	All the charity children.	Yes.
Llangunnog . . .	5 0 0 + 2 cottages and some land.	29¾	16½	13	Yes.	Yes.	No; it shall be so.	The majority.	Yes.
Llanigon	10 10 0	30	15	12	Good.	No.	Yes.	All.	Yes.
Llanilar	9 0 0	30	15	..	Yes.	No.	Yes.	20	Yes.
Llanwrda and Llansadwm Cormeid.	67 8 5	25	11	9	Yes.	Yes.	No.	10 or 12	Yes.
Llandwrtid . . .	10 0 0	No return.			..	..	..	..	..
Marlos	..	24	18	12	Tolerable	..	No.	12	Yes.
Mydrim	8 0 0	20¾	11¼	8¼	Yes.	..	Yes.	..	Yes.

the Queries sent relative to the Endowed Schools—*continued.*

Is the Church Catechism taught?	What are the Subjects of Instruction?	What is the largest Number in Attendance on any day in the week previous to the arrival of the queries?		How many learn Latin?	How many can read with ease the Gospels?		How many write on Paper?		How many do Sums in Proportion?		How many do not learn to Write?		How many do not learn Arithmetic?		What is the largest Number in attendance during the last year?		What has been the average Number in attendance during the last year?	
		Boys	Girls	Boys	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
..	. .	..	..	..	..	..	..	..	..	..	..	..	.	..	..	..	..	..
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Yes.	R, W., A, M.	52		0	20		12		0		17		17		..	..	..	..
Yes.	R, W, A.	14	17	0	19		17		8		16		..	..	45		35	
Yes.	R., W., A, and the classics.	18	18	..	15		23		12		36		36		79		60	
Yes.	. .	39	7	0	25		25		..	..	21		31		45		38	
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	.	..	..	..	..
Yes.	R., W., A.	14	15	0	7	10	4	10	1	1	10	5	13	14	14	15	29	
Yes.	R., W., A.	20	10	0	7	3	8	3	6	2	15	6	15	6	45		30	
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Yes.	R, W, A.	14	11	0	12		12		7		13		18		28		25	
Yes.	R, W, A.	16	8	0	5	3	6	4	0		6	4	13	6	35		24	
Yes.	R, W., A.	Many more in the winter. 23	12	0	20		20		7		15		23		35		35	
Yes.	. .	11	4	0	9	1	8	..	2	..	4	4	7	4	11	4	13	
Yes.	R., W., A.	16	15	0	6	13	6	11	0		16	4	12	11	46		38	
Yes.	R., W, A.	30	20	0	15	10	13	7	8	2	10	10	12	13	75		50	
Yes, Welsh and English.	R, W., A.	40	10	0	20	4	24	4	7		6	4	20	..	60	..	45 to 50	
..	. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Yes.	R, W., A.	35	19	0	22	9	22	9	11		13	11	24	19	35	19	35	19
Yes.	. .	18	10	..	6	..	6	..	..		22		..		28		..	

(*Continued on pages* 132, 133.)

APPENDIX (A.)—Returns made by the Clergy to

—	Age of the oldest Child.	Age of the youngest Child.	What is the average duration of the attendance of the Children?	What are the several rates of Payments of the Children?	How many receive Instruction without Charge?	What Books are used in the School?	Are there a sufficient Number of these?
Haverfordwest . .	..	..	..	. .	..	. .	..
Hay (Goffe's) . .	..	..	..	. .	..	. .	..
Hay (Pennoyer's) .	..	..	..	1*d.*	12	Those of N. S.	..
Lampeter (Velvrey).	..	..	..	. .	..	. .	..
Llanbadarnfawr .	17	5	..	10½*d.*, 5*d.*, 4*d.*, 3*d.*	36	B. T. S. b.; Lennie's Grammar; Edwards's Latin Grammar.	Yes.
Llanbadarnfawr (Jones, at Penllwynn)	15	4	..	3½*d.*, 5*d.*	16	B. T. S. b., Grammar.	Not quite
Llanbeder . . .	..	..	..	. .	..	. .	..
Llandegley . . .	16	4	..	2½*d.*, 3½*d.*	17	B. S. b., Church Catechism.	..
Llandewibrevy . .	17	6	..	3*d*, 3½*d.*, 4*d.*	16	B. T. S. b., Reading made Easy.	No.
Llandilofawr . . .	..	..	..	..	..	. .	..
Llaneiwedd . . .	14	7	..	1*d*, 3*d.*, 5*d.*	0	B. T. small books of S. P. C. K.	No.
Llanfynydd . . .	14	5	3 years.	2½*d.*, 3½*d.*	0	T. S. b. Prs. English Grammar.	No.
Llangendeirne . .	14	7	..	None, save from a few farmers' children.	30	B. T. S. b. Gr. Speaker.	Yes.
Llangunnog . . .	13	10	..	0	15	B. T. S. b. P. b. B. Lessons.	Yes.
Llanigon	15	6	2 or 3 years.	1*d.*	None.	Books of N. S.	..
Llanilar	25	6	4 years.	3½*d.*, 5*d.*	12	B. T. S. b.	..
Llanwrda and Llansadwm Cormeid.	18	4	4 years.	3½*d.*, 5*d.*	45	B. T. S. b. Reading made Easy.	No.
Llanwrtid . . .	..	..	..	..	..	. .	..
Marlos	16	5	2 years.	3*d.* and 5*d.*	12	B. S. b.	Yes.
Mydrim	14	5	..	2*d.*	12	B. T. S. b.	..

the Queries sent relative to the Endowed Schools—*continued.*

Are they in good condition?	Is the School sufficiently supplied with Slates.	And with Copy Books?	What Maps or other Apparatus does the School possess?	What is the Master's Age?	Is he a regular Communicant of the Church of England?	Clergyman's Estimate of the Master's Capacity and Fitness, especially as regards Moral Character, Intelligence, Acquirements, Habits of Method and Diligence.
..	..	..	..	..	..	..
..	..	..	..	..	..	..
..	..	..	..	26	Yes.	Master trained at Westminster Central School, and competent for his work.
..	..	..	..	..	..	..
Not all.	Yes.	Yes.	..	22	Yes.	Satisfactory.
No.	Not quite	No.	None.	46	No.	Unexceptionable as to his morals, and qualified to impart the elementary part of education.
..	..	..	..	..	..	..
..	..	..	..	60	Yes.	The clergyman states that he considers the master a diligent and sober man, and competent to instruct poor children.
..	No.	..	..	61	Yes.	Master educated at Ystradmeiric; of good character and sufficient acquirements.
..	..	..	..	..	..	..
Yes.	None.	None.	None.	49	Yes.	Master educated at
..	No.	No.	None.	61	Yes.	Master educated at Kilian Aeron; considered well qualified for his situation; is a religious man; writes a good hand; is a good arithmetician.
Middling	Yes.	Yes.	None.	62	Yes.	Master educated at Carmarthen; moral and faithful.
Yes.	Yes.	Yes.	None.	49	No.	Master considered competent.
..	No.	No.	None.	..	Yes.	Considered fit.
..	..	..	None.	45	..	Considered competent to teach what is required; is well conducted; method good.
No.	No.	No.	None.	55	Yes.	Master is of good character; does not teach in the school, but pays an assistant.
..	..	..	..	..	..	..
Yes.	Yes.	Yes.	None.	38	No.	Master considered qualified for the station he holds.
..	..	..	..	79	Yes.	The master is of good moral character, but is superannuated; the clergyman is looking out for another.

APPENDIX (A.)—Returns made by the Clergy to

—	Amount of Endowment as noted by the Charity Commissioners.	Length of School room in feet.	Breadth of School room in feet.	Height of School-room in feet.	Is the Building in good repair?	Is it furnished with the outbuildings necessary for decency?	Are the Children assembled and dismissed each day with Prayer?	What proportion of them regularly attend Church?	Are the Scriptures read daily in the School?
Narberth . . .	30 0 0	46	18	10	Yes.	Yes.	Yes.	75	Yes.
Nolton	19 2 4	38	12½	7½	Yes.	No.	No; it will be so for the future.	18	Yes.
Pwllcrochan . . .	12 0 0	17	12	7	Tolerable	No.	No.	Generally.	Yes.
Radnor (New) . .	10 0 0	..	..	..	Yes.	No.	..	..	..
Rhayader . . .	11 5 0	No return.			..	..	..	..	..
Roch	19 2 4	25	12½	7½	No.	No.	Assembled with prayer.	About 15	Yes.
St. Issells . . .	15 0 0	24 Each school.	13	14	Yes.	No.	No.	Nearly all.	Yes.
Steynton	30 0 0	24	15	15	Tolerable	No.	Yes.	The greater part.	Yes.
Treleach ar Bettws .	136 18 2	30	13	11	Tolerable	No.	The rules require it.	About one-third.	Yes.
Weythell in O. Radnor	50 0 0	..	..	..	..	..	..	..	..
Whitton	96 4 0	27¾	15¾	12	Yes.	Yes.	Yes.	26	Yes.

the Queries sent relative to the Endowed Schools—*continued.*

Is the Church Catechism taught?	What are the subjects of Instruction?	What is the largest Number in Attendance on any day in the week previous to the arrival of the queries?		How many learn Latin?	How many can read with ease the Gospels?		How many write on Paper?		How many do Sums in Proportion?		How many do not learn to Write?		How many do not learn Arithmetic?		What is the largest Number in attendance during the last year?		What has been the average Number in attendance during the last year?	
		Boys	Girls	Boys.	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Yes.	Religion and morals.	70	60	..	48	..	39	..	24		60		30		96		8	
Yes.	Scriptures.	14	10	O	4	6	7	5	3	1	14	15	18	19	35		30	
Yes.	R., W., A.	10	2	O	6	2	5	2	3	..	5	14	7	2	1	2	8	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Yes.	The Scriptures.	..	..	O	12	2	15	5	8	1	16	6	24	9	42		28	
Yes.	All scriptural.	36	48	O	25		13	16	..	..	19		..	..	54		48	
Yes.	R., W., A.	The average number between 40 and 50, of whom one-third are girls; most very young. None learn arithmetic; perhaps half can read indifferently.																
Yes.	R., W., A.	28	20	O	12	8	8	7	..	..	21	11	..	..	..	..	40	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Yes.	R., W., A.	31		O	9	11	7	9	5	6	11	4	14	6	33		31	

APPENDIX (A.)—Returns made by the Clergy to

—	Age of the oldest Child.	Age of the youngest Child.	What is the average duration of the attendance of the Children?	What are the several rates of Payments of the Children.	How many receive Instruction without Charge?	What Books are used in the Schools?	Are there a sufficient Number of these?
Narberth	14	5	..	..	All.	Those of S. P. C. K.	No.
Nolton	13	4	..	...	All but two.	B. T. C. P. S. b.	Yes.
Pwllcrochan . . .	10	7	4 years.	4*d.* O	12	B. S. b,	Yes.
Radnor (New) . .	..	..	..	..	..	. .	..
Rhayader . . .	..	..	..	..	..	. .	..
Roch	15	5	..	3½*d.*, 3*d.*, 2*d.*, 1*d.*	..	B. T. S. b.	Yes.
St. Issells . . .	14	7	5 years.	3*d.*, 2*d.*, 1*d.*	24	B. T. S. b.	No.
Steynton	10	8	4 years.	O	All.	Children find their own books.	No.
Treleach ar Bettws .	14	7	5 years.	O	All.	B. T. S. b. Reading made Easy. Broken Catechism.	Yes.
Weythell in O. Radnor	..	..	..	..	..	. .	..
Whitton	14	4	Till 14.	O	All.	B. C. P.	..

the Queries sent relative to the Endowed Schools—*continued.*

Are they in good condition?	Is the School sufficiently supplied with Slates?	And with Copy Books?	What Maps or other Apparatus does the School possess?	What is the Master's Age?	Is he a regular Communicant of the Church of England?	Clergyman's Estimate of the Master's Capacity and Fitness, especially as regards Moral Character, Intelligence, Acquirements, Habits of Method, and Diligence.
No.	Yes.	No.	..	34	Yes.	With a few weeks' training, would make a valuable master.
Not all.	Yes.	Yes.	None.	35	Not as yet.	Diligent; considered competent to teach reading, writing, and arithmetic. Nothing against his moral character.
Yes.	Yes.	Yes.	None.	70	Yes.	Fully qualified.
..	..	..	..	..	..	. . . . .
..	..	..	..	..	..	. . . . .
Not all.	Yes.	Found by the child[n].	None.	62	Yes.	Considered capable of teaching the children to read, write, and the four rules of arithmetic. Nothing known against his moral character.
No.	Yes.	Yes.	None.	70	Yes.	Master less competent than when younger, but considered sufficiently qualified for his work.
No.	Those who require them find them.		None.	59	Yes.	Master originally a sea-faring man; not well qualified for his work.
Tolerable	Yes.	Yes.	None.	56	Yes.	Master educated in the school.
..	..	..	..	..	..	. . . . .
..	..	..	..	39	Yes.	Master educated at Lampeter; of competent ability; of good moral character; attentive to his duties.

APPENDIX B.

Mrs. Bevan's Circulating Charity Schools.

A List of Schools in South Wales, 14th July, 1845, furnished by Mr. Caleb Lewis, Cardigan, Secretary to Mrs. Bevan's Trustees.

County.	Place.	Masters' Names.	—
Pembroke . . . . . In September there will also be an appointment to Walton West. —See Radnorshire.	*Newport*—Central School . . . . This is permanently kept, where masters, so requiring, are instructed in Dr. Bell's or the National System.	John Morgan . .	From 20th August to 20th September yearly allowed by trustees rules *as holidays*; after the latter date the schools in *South* Wales are removed: the removals to take place *this year* are as under :—
	St. Dogmells . . . . . Kept only from November to May.	David Lewis . . .	
	Redberth . . . . . To cease 30th July.	Thomas Rowland .	This master has resigned.
	Nevern	Ebenezer Williams .	
	Hubberstone	William Hughes .	. . . .
Brecon	Llanthew	John Lewis . . .	. . . .
Cardigan	Caron (Tregaron)	Ebenezer Hughes .	To remove to Llandeiloibane same county).
	Llanfairbrllwyn	John Morris . . .	. . . .
	Henfynw (near Aberayron)	David Edwards . .	. . . .
	Llanllwchairn (New Quay)	Edward Lewis . .	. . . .
	Llanfihangel Ystrad	Richard Hughes .	. . . .
	Langoedmore . . . . are near	John Jones (1st) .	. . . .
	Verwick . . . . . Cardigan	Benjamin Jeremy .	. . . .
	Blaenporth	Thomas Jones . .	. . . .
Carmarthen . . . . . In September there will also be an appointment to Llangenmor, near Carmarthen (a mile distant.)	Llanarthney	John Jones (2nd) .	To Newcastle Emlyn.
	Tadley (near Llandilo)	John Jones (3rd) .	. . . .
	Llanfihangelararth	Benjamin Vaughan .	. . . .
	Henllan Amgoed	David Saunders . .	. . . .
	Llanfalteg	John Thomas . .	. . . .
	Cilmaenllwyd	Thomas James . .	To Lawhaden.
	Eglwysfair y chirig	Isaac Bowen . . .	To Llanboidy.
Radnor	Llanegwad	William Bateman .	To Llanbwmsaint.
	Disserth	John Evans . . .	Cwmaman, near Llandilo, Carmarthenshire.
	Beddfa	Thomas Russan . .	To Walton West, Pembrokeshire.
	Llanfihangel Vlantmelan	Thomas Price . .	To continue.

Report on Schools in the Eastern District, by the Rev. F. C. Cook, M A.

REPORT.—General Observations.

Sir,

In preparing this Second Report upon the schools under inspection in the Eastern District, my objects have been, in the first place, to give a summary view of the circumstances which at present appear to be exerting either a favourable or unfavourable influence upon the general progress of education; and in the next place, to present such an account of the several schools which I have examined as may enable the reader to form some estimate of the accuracy of the conclusions to which I have been led.

I am but too well aware of the deficiencies which will be remarked in my endeavour to accomplish each of these objects. These deficiencies may be partly accounted for, though not sufficiently excused, by the multiplicity of my engagements during the months passed in the work of inspection, and by the comparatively short time which I have been able to devote to the preparation of this Report. I trust, however, that in the introductory remarks, whatever faults of omission may be observed, I do not render myself liable to the charges of partiality or indifference to the success of those who are labouring in the cause of education; and I do not fear that the managers of the several schools will object to my descriptions of their condition.

Upon my second tour of inspection, it has been my custom, after completing the examination of the children, to write on the spot a short account of their progress, and to read it to the committee or managers, at the same time offering such advice and suggestions as they might express a willingness to entertain. It is from these accounts that the special reports which follow the general remarks have been compiled; no additions have been made, and only such points have been omitted as were not likely to be generally interesting, or to conduce to the prosperity of the schools.

Among the favourable indications of increasing efficiency in our schools I am inclined to dwell with peculiar hopefulness upon these. 1. The sound practical character of the religious teaching. 2. The improved style of reading. 3. The greater attention bestowed upon the rudiments of English composition. 4. The advance in the practical application of arithmetic, and the introduction or extension of various subjects, such as geography, grammar, and history. And 5thly. The improvement of the discipline, and the diminution of corporal punishments.

The causes, moreover, to which these improvements are referrible

are such, if my judgment be correct, as have a tendency to carry them forward to a far greater extent: for they seem to me to depend upon the general adoption of improved methods of teaching; upon the sounder views and more extended knowledge of the teachers; and upon the anxious and unremitted attention of the clergy, and the increasing interest of the laity. A brief statement of the reasons which seem to bear out these opinions will not be considered superfluous, even should it touch upon points discussed on previous occasions; and it is perhaps necessary in order to explain the meaning of many terms employed in describing the condition of schools. The difficulties with which managers have to contend will afford matter for subsequent consideration.

1. The terms sound, practical, satisfactory, occur very frequently in the special reports; they are intended to express my opinion that one of the principal objects of the supporters of National schools has been attained in those instances. By 'sound' I would be understood to mean that due pains are taken to teach the leading facts and doctrines of Christianity in accordance with the authorized formularies of the Church. And after making every allowance for the defects inseparable from the monitorial system, this is done to a much greater extent than is generally believed, in all schools where the teachers are actively superintended by the clergy; that is to say, in the vast majority of schools which are liable to inspection in my district. The term 'practical' again is not used without regard to its specific meaning. It implies that the teacher is not contented with general statements of doctrine, or with the repetition of sound forms by the children. A good teacher, whose heart is in the matter, takes care that every word shall convey a meaning—or, in using words which express truths above the intelligence of children, that they should at least be made aware of the fact, and should never regard the form merely as a lesson to exercise their memory. And as every truth has a direct application to the conscience so far as it is understood, the practical teacher does not rest until he has found such an application. He illustrates every doctrine by an appeal to the child's own consciousness, and every precept by the example of men whose history is recorded in Scripture, or of whose character the children are likely to have heard out of school. Every point of duty to God and man will then be made to assume a living aspect; and care will be taken to ascertain, so far as is possible, whether a child has so understood the precept as to be able to refer to it in praying for grace and forgiveness. It may be thought that such teaching is very rare, but I acknowledge that nothing has caused me so much surprise and gratification as the answers which a large proportion of children, both in infant and National schools, have given to questions of a simple practical character, even where the system was extremely defective in other points. There can be no doubt that such teaching

must leave a deep and lasting impression upon the character of children. Again, by the term 'satisfactory' I intend to state my belief that the instruction is not only sound and practical, but that it is fairly diffused through the several classes. In some schools the elder children are well advanced in religious knowledge while the younger are left ignorant of the most elementary facts—whereas in others the infants repeat hymns and prayers, and have simple, clear, ideas upon these subjects, but the upper classes are comparatively ill informed. It would be contrary to my intention should the term satisfactory have been inadvertently applied to either of these classes of schools. Again, it frequently happens, when by simultaneous and collective teaching a general and equable tone is given to the minds of the children, and the answers made by the entire school on a gallery, or otherwise, are very satisfactory, that the impression so obtained is not borne out on a closer examination of the individual children. But when there has been a proper mixture of separate questioning and collective teaching, it will be found that a large number of children know the principal facts of Holy Scripture, and have an intelligent appreciation of its bearings upon themselves. Wherever I have had reason to think that either system had resulted in such a general diffusion of religious knowledge, I have wished to mark the fact by stating that it is in a satisfactory state of progress. On reference to the Minutes of 1844, vol. ii. p. 152, it will be seen that even higher praise should be awarded to many teachers —large portions of Scripture are committed to memory—the Catechism is illustrated throughout by numerous texts and examples—the entire series of Biblical events is distinctly repeated —prophecies are compared with their fulfilment—and the minds of the children are fortified against the attempts of unbelievers and teachers of false doctrine by arguments and facts adapted to their understanding, and likely to be retained by their memory. When this is the case, the words comprehensive, effective, &c., have been employed, never, as I believe, without sufficient reason; although, on the other hand, the natural bashfulness of children, and the difficulties of drawing out their minds, especially on occasions when they are thrown out of their usual routine, may have prevented me, in some instances, from giving such praise where it is fully deserved. Taking therefore the entire subject of religious instruction, I have no doubt that there is a great, general, and increasing improvement in the schools of my district, and this will be admitted to be a sufficient ground for hope.

2. The improved style of reading. It was remarked in the reports of last year that in large schools conducted by one teacher, with the assistance of monitors, the reading is frequently hasty, monotonous, and unintelligible. So far as this defect was owing to the insufficient means of giving instruction, it could not, of course, be expected that any great improvement should take

place; but it may also in part be accounted for by other causes, which it was possible to remove. And where the master has paid close attention to the subject, taking care to watch the monitors, to note and correct their faults in teaching, to ascertain the progress of the several classes by frequent and systematic examinations, and to supply them with a change of interesting and instructive books, I have had occasion to remark that the tone of reading has been considerably improved within the last year. There is sufficient reason to hope that this improvement will be progressive. In the small schools which we find in villages under the charge of dames, or untrained teachers, or young mistresses of small attainments and little experience, similar defects were pointed out; and it was stated that, although the children learned to read easy portions of Holy Scripture in less time than in a large National school, they generally read very inarticulately, sometimes with a coarse provincial accent, and not unfrequently without a glimmering of intelligence. I am bound to state that in many instances great pains have been taken to correct these faults. Where the children had caught a bad tone from the mistress it has occurred, in more than one instance, that some lady has devoted a considerable part of her time to the improvement both of the children and the teacher. And in many cases, where the mistress could read well, it has sufficed to direct her attention to the defect, and to inform her that faults, which she had been accustomed to regard as unavoidable, have been entirely remedied in schools similarly conducted. In all the schools, with reference to which it is stated that the reading is improved, there is every reason to believe that the faculties of the children have been considerably developed, and their tone of feeling raised within the last year.

3. Still more striking has been the improvement in the rudiments of English composition. The exceptions to this remark are extremely rare. There are scarcely any schools in which the children have not either advanced beyond their previous state of progress, or begun for the first time to write on slates. In the schools of least pretensions, the teachers have found that writing on slates from copies employs the children's time in a quiet, industrious, and profitable occupation, and that writing texts, portions of the Catechism, &c., fixes the words upon their memory, is the best test of their spelling, and produces the most favourable effect upon their parents, and upon the patrons of the school. In some schools the subject has been introduced for the first time—in very many it has been advanced from copying script cards to writing from memory and from dictation—in the more advanced schools the dictation lessons have been modified by elliptic methods, and in several a fair proportion of boys and girls give on their slates an intelligible account of a lesson upon which they have been examined, or write with few mistakes the substance

of a narrative read or related to them by the examiner. Doubtless if any person were to visit the schools in the eastern district for the first time he would be more disposed to wonder at the absurd mistakes in meaning, grammar, and spelling, than to give credit to the teachers for what they have effected; but if he could compare last year's work with this he would admit that a great and very hopeful change had taken place. In some schools which have been lately inspected, the teachers, at my request, have preserved specimens of abstracts, &c., written during the examination, and copied in writing books, which will be produced next year, and in the mean time will be referred to, as indicating the faults to be corrected, and the deficiencies to be supplied. Although the progress of schools will of course vary exceedingly, according to the ability, zeal, and carefulness of teachers, I feel confident that in a few years all the children who remain in good and carefully managed schools to the age of eleven years, will be able to write an intelligible letter, many to express themselves correctly, and some to take down the substance of a discourse. It need not be pointed out how greatly this attainment will conduce to their general improvement, or how advantageous it will be to them in after-life. It should moreover be stated that, since it is not likely that monitors can be dispensed with altogether, there are various methods upon which they may be usefully employed in giving out dictation lessons; and also that teachers who prefer to give the lesson themselves, which should, on all accounts, be done frequently, will find that the preparation of a narrative illustrating some moral truth, or conveying some useful information, is of extreme importance to themselves: it will lead them to reflect upon and to arrange their reading, and will give them a good opportunity of consulting the clergyman, and of benefiting by his remarks, if, as I would recommend, they occasionally write out beforehand such a narrative as they intend to relate to the children. I have great pleasure in remarking that the suggestions on this subject, in my former report, have been acted upon by many teachers, and that they have been found practicable and useful.

4. In arithmetic, the progress made by a large proportion of schools, both in the town and country districts, may be considered under two heads—the advancement in working rules on slates, and the application of those rules to the purposes of common life without the use of slates. With regard to the first, the improvement may be safely stated to be general, almost universal, but it is exceedingly unequal. In village schools conducted by mistresses, who are often proportionably more ignorant of the principles of arithmetic than of any other elementary subject, little progress was to be expected. Yet even in these cases I have often found that the teachers have been stimulated by remarks upon the absurd mistakes and blunders of children under examination, and convinced of the usefulness of the acquirement; and

that by attending to the direction of their superiors, who are generally ready to give them advice and assistance, by turning to account those practical ideas of arithmetic which every housekeeper must possess, and by studying two or three elementary treatises recommended to them,* they have mastered the first difficulties, and succeeded to a degree far beyond my expectation in giving the elder children some knowledge of the subject. The schoolmistresses who have been trained at Whitelands, at Norwich, or in other central establishments, are frequently competent to teach the higher rules, and possess a clear insight into the principles of arithmetic. In schools conducted by such teachers, the extent of arithmetical proficiency is only limited by the age and ability of the children; and it is well known that exceedingly young children sometimes show a wonderful aptitude for this acquirement. My observations on village schools may perhaps be made more intelligible by stating that on my first visit I found many schools in which none of the children could work a simple sum in addition without many blunders, and a still larger number in which none could set down numbers properly from dictation—whereas this year such instances are exceptional, generally occurring in parishes where, for various reasons, the schools are in other points equally inefficient. Again, I find in a large number of schools situate in different counties, that the teachers have led the children on to the compound rules, and that in consequence all above the age of eleven in the first class, and often much younger children, can make out a bill with very tolerable skill. Such cases are noted as improved. These will not be regarded as trifling points by those persons who are aware of the change effected in a child's capacity by the first successful exertion in calculating numbers. It may be hoped that at no distant period the inspectors will generally be able to report that in schools which deserve to be commended the younger children learn the tables, and are able to answer questions upon them; that a continuous advance is ascertainable in every class, and that the children do not leave school at a moderate age without having acquired such facility in applying their knowledge as may be of use to persons of either sex in the ordinary transactions of life. In schools of higher pretensions, both in London and in country towns, it may also be asserted that a larger number of children are acquiring an acquaintance with compound rules, long sums are worked with great speed and accuracy, and some progress has been made by the elder pupils in the higher rules, such as practice, interest, and sometimes in decimal fractions. In the special reports there are noted many examples of schools in which a highly satisfactory degree of proficiency has been attained.

* *E. g.*, Bishop Short's Little Book, the Infant teacher's Manual, M'Leod's Mental Arithmetic, and the Dublin Arithmetic; Tate's Arithmetic is said to be the best introductory work.

With reference to the improvement in mental arithmetic, I may state that the books recommended last year have been found of great service in most schools. The answers given by young children in infant schools are sufficient to prove that much greater progress may be made in practical applications of numbers than is at present observable in very good National schools below the first division; and there is no doubt that it may be effected without causing much extra work to the master, and certainly without straining the children's faculties. The extraordinary powers of calculation attained under peculiar circumstances in some schools, as *e. g.*, at Norwich, in the central school, at Hockwold with Wilton, and elsewhere, was noticed last year; I have not remarked any new instances of such proficiency, and am inclined to think that most managers of schools will rest satisfied with a very remote approximation to such results. It should, however, be remarked, that the power of concentrating attention and working long and complicated problems without external aid must be of great service to youths in many occupations, and invaluable to those who are intended to be teachers. When therefore, the foundations are safely laid in thorough knowledge of principles, it should be hoped that the progress in mental arithmetic will be more general and extensive. I am not aware that the Pestalozzian method is much used in the eastern district; but the sheets for teaching in accordance with it have been given to some schools, with other apparatus, and the manual will be tried by the teachers.

Geography has been introduced into a very large number of schools, where it was formerly a prohibited subject. Wherever it has been introduced it has been found to interest the children, to give them clearer views of scriptural history, and in every way to contribute to their intellectual improvement. Instead of giving the children books upon the subject, beginning with definitions of technical terms, and proceeding, after very meagre descriptions of countries, to long catalogues of places, &c, most judicious teachers have been contented to hang up large maps in the school-room, and to give collective lessons in order to make the children understand what a map is. The hints given by my colleague, Mr. Allen, last year, are very serviceable. I have recommended, when it appeared practicable, that the teacher should procure, or make a large plan of the place, then of the district, including all the villages known to the children; and that, in the next place, a large map of the county, which may be drawn by the teacher, should be hung up in the room. Maps of England, the Holy Land, and the World, should then follow. In larger schools, when there has been time and opportunity, the pupils generally pass a very satisfactory examination on this subject. The great physical features and principal productions of countries, especially of England, its dependencies, and those nations which have much commercial

intercourse with us, are familiarly explained by many teachers. In some schools the elder boys can work simple problems in geography, in a few they draw neat and correct maps. The suggestions relative to drawing maps have received proper attention. As yet I have not met with a globe, or planisphere, in the schools of my district, but I have included the former in most recommendations for a grant of apparatus, and it ought to be considered as a part of the necessary furniture of a large school.

A less satisfactory account must be given of the progress made in grammar and etymology. There are few schools in which half a dozen children have any knowledge of the subject likely to be of real use to them; and it is to be feared that much time is wasted in learning the rules. Still in schools, where the teachers really understand the principles, and have any skill in applying them to the correction of faults and vulgarities of expression, the subject is taught with real benefit. Some instances may be found in the special reports. I have not used any term significative of praise as to this subject, unless the children could discriminate between the several parts of speech in a sentence, or explain the reason why certain phrases are ungrammatical. It appears very questionable whether grammar should be taught as a separate subject in any but the most advanced schools; although every teacher who is qualified to do it will take care incidentally to explain its leading principles, and will encourage any desire manifested by forward children to become better acquainted with it.

It does not frequently happen that I find the children possessing such a knowledge of etymology as will be useful to them in analyzing and comprehending words of common occurrence. Still there are schools in which the first class can tell the meaning of the prefixes and affixes, and of several Latin roots. An indiscreet display of information on this subject, which has been much neglected in middle schools, is very apt to alarm, or to disgust the bystanders at public examinations; and the appearances after all are very often illusory. A master must be very well educated to avoid mistakes which lead to strange perversions of sense; and though as the numbers of such men increase the subject will be more generally taught, and with more practical effects, in the meantime I should deprecate its introduction into schools conducted by mistresses or masters who know nothing of the languages to which they must refer.

It is with unmixed pleasure that I report the fact, that books of an interesting character, containing miscellaneous information,*

* Such as the Instructor, 3rd and 4th books, both of the Society for Promoting Christian Knowledge, and the Irish National Society; M'Culloch's Reading Book; the Book of Nature; Advice to Young Servants; the History of England, either Hogarth's, or the New Compendium of the Society for Promoting Christian Knowledge; or the useful and interesting work of Dr. Davys, Bishop of Peterborough; various tracts published by the religious societies; and the Periodical Accounts of the Progress of Missions in Connexion with the Church

are now used in many schools where formerly no books were allowed beside the Scriptures; the prejudices which opposed this happy innovation may be regarded as nearly obsolete, since many who entertained the strongest objections are now willing to admit that the examinations on purely religious subjects are more satisfactory than they were formerly, while the tone in reading, in answering, and in every department of school work, is infinitely improved. These remarks apply chiefly to mixed schools, or girls' schools conducted by female teachers. The subjects appear to be better taught in many boys' schools. I have taken pains to press upon teachers the propriety of making boys, previous to their withdrawal from school, acquainted, at any rate, with the great facts of our constitution. The boy will soon lose those impressions of reverence to the Sovereign and her representatives, which are inculcated in Holy Writ and in the services of the Church, if the scriptural and rational grounds of the duty be not thoroughly explained before he mixes with elder youths. It is of great consequence to make every child understand that the penal laws are intended, and do operate for the benefit of the weak and unprotected; that only his breach of what common sense will tell him are duties can make those laws his enemies; that the magistrates and all the subordinate officers of the law are in reality his true friends, and his worst foes are those who would persuade or urge him to a fruitless and criminal opposition. I believe, from the answers elicited from children in many schools, that the managers and teachers have frequently taken pains to explain these truths, and that there is a progressive improvement in the mode of teaching and illustrating them; still this important branch of instruction is yet far from having that systematic form which appears desirable; a good book upon the subject is wanted, but collective lectures of an attractive character may be advantageously introduced; where there are evening schools such lectures would of course be even more than usually profitable and interesting to the hearers.

5. It is not easy to ascertain or to state the exact truth in reference to improvements in discipline; so many drawbacks are to be made from any general statements, and so many allowances are required for local difficulties. Upon the whole I feel no hesitation in saying that the children of both sexes and all ages have behaved generally better when the schools were visited this year than was the case last year. They were more quiet, their manner and appearance improved, and they showed greater attention to the course of the examination. This I attribute in part to the fact that the teachers are aware how much the reputation of their schools, and consequently their own character for ability and skill, depend upon the demeanour of the pupils on all occasions when it will be remarked and recorded. And if this were the only result of an official visit it would not be unimportant; for a brief experience shows that it

is not possible for any teacher to keep his school for several successive hours in satisfactory order, especially when the routine of business is altered and the children are unusually excited, unless he possesses a remarkable control over them. And that is not to be obtained in a hurry, for it must be the result of constant attention and a good system. I am so convinced of this, that although objections will readily be advanced against the justice of observations made under such circumstances, I have neither concealed my opinion, where the children have been turbulent and inattentive, that the discipline required closer attention, nor hesitated to award praise to teachers when their conduct has been proper and orderly. It will be remarked, on looking over the reports of this year, that the number of schools in which a decided improvement has taken place is very considerable, especially in village schools, where many irregularities were formerly permitted, not so much because of the teachers' inability to correct them, as because their attention had never been directed to this point. I attach the more value to the improvement of order, since I regard it in general as a pretty sure indication of increased efficiency in the instruction and of improvement in the methods of governing children. Idle talking, listless and insolent gestures are best stopped by giving the children sufficiency of interesting occupation, and when these have disappeared from a school, even for a season, it may be presumed that their remedy has been successfully applied. It will probably be objected, that, supposing the discipline to be really improving to the extent which is represented, it may be attributed to the increasing severity of the punishments. There is, however, sufficient reason to believe that the strong opinion against corporal punishments, which has been expressed by most persons experienced in watching the effects of educational measures, is not only perceived, but participated in by the greater number of school teachers. I could point out schools in and near London in which frequent and severe punishments were inflicted under former teachers, while the children were notoriously coarse, quarrelsome, and insolent out of doors, and utterly insubordinate in the school; whereas the present masters have effected a thorough reform in the manners, and, as I am informed, the character, of the children, without resorting, in any instance, to severe bodily punishments. I must be greatly deceived if the birch has not entirely disappeared, and the cane lost much of its terrors in the schools which are inspected by me either in town or country. Still as it is obviously the interest of every master to understate the amount of punishments inflicted by him, it would be desirable in all cases, where they are permitted, to adopt some such form of registration as was suggested in last year's Minutes, vol. ii., p. 189. The clergy who have tried it say that it acts extremely well. I shall be disappointed if the result be not a continuous diminution and final cessation of those chastise-

ments, which appear calculated to harden and brutalize the hearts of the young.*

There is another circumstance which may also have contributed very materially towards the improvement of discipline. The registers are now more complete, and much better kept. In many schools inspected this year I have been furnished with a list of the children in each class, stating the name, age, date of admission, class at entrance, and the total number of absences since the last examination, or during the last year. On another column special remarks upon the conduct of each child are made by the teacher, and revised by the clergyman. The effects of this systematic registration must be felt by the parents and children in many ways. It shows them at least what importance is attached to the children's progress by the managers of the schools, and it enables the teacher to single out on every occasion the parents of the most irregular children, in order to expostulate with them. They are generally surprised to find to what extent their own irregularities have proceeded; and, if not dead to the sense of shame, are inclined, so far as depends upon themselves, to correct the fault.

We may now consider the causes of these improvements, which must be admitted to be considerable in themselves, and encouraging because of their probable consequences. And first the adoption of improved methods of teaching.

These methods may be considered separately either as referring to the management of particular subjects or to the general arrangements of the school.

The former may, however, be passed over at present with a few remarks. Great additional facilities are afforded to teachers, both in infant and juvenile schools, in every department of instruction, by the improved reading tablets, reading boxes, writing copies, ruled and plain black boards, and other apparatus supplied at a cheap rate, at the depôts for the National Society, and by Messrs. Parker, Roake and Varty, &c. The teachers in most schools which are named with praise have availed themselves, at least partially, of late improvements. The uses of the black board are not yet fully developed, but there are few masters who have not

* I would not be understood here to express an opinion upon the use of personal chastisements in schools of a higher character, which of course are beyond my province. It may, however, be allowable to notice the objection urged from Scripture, "He that spareth the rod, hateth the child." In the first place, the rod here would seem to stand for discipline, and strict control, in which sense our masters who use the birch least are found to act most in accordance with the spirit of the rule; and in the next place, the precept or saying appears evidently intended to counteract the influence of unregulated, natural affections in the parent. Intrust the rod to a parent, if he be a person likely to be affected by religious considerations, and it is far more probable that he will err on the side of indulgence than of severity. But this does not seem to be a warrant for intrusting it without due precaution, to a stranger, whose temper or want of judgment may induce him to visit upon the child offences, of which his own indolence or inability may have been the original cause.

already found it a most efficient assistant, superseding the monitors, explaining words and sentences more distinctly than they can do, and employing the children with far less waste of time.

Turning, however, to the more important considerations connected with general arrangements, we may state that certain principles and inferences are now admitted by all persons engaged in the education of the poor. It is now acknowledged that a person cannot teach others what he does not know and thoroughly understand himself. This is now felt to be a truism, which however was denied, or forgotten, when many of our largest school-rooms were built. From this it follows, that masters who really wish to have decent schools, will adopt every method of bringing the greatest number of children under their own personal influence, and will not voluntarily employ young monitors, in any but purely mechanical occupations. When an inspector has acquired sufficient practice to ascertain the qualifications of young children in National and infant schools, he soon perceives that there is a vast disparity of acquirements between children of 5 to 7 years old in the latter, and others of 8 to 9 or 10 years old in the former. While the infant-school child can read any narrative fluently, and has made fair progress in all elementary subjects, the older child in a National school is often unable to put three letters together, or to do anything but repeat tables, and some answers of the catechism by rote. On examining further, it appears that the disparity is more remarkable in matters of higher importance. The infant-school child has received practical religious instruction, its reason and feelings have been influenced, while the other, in most cases, is a mere piece of mechanism, somewhat quieter, and more easily managed than the other, until by rotation and progress in mechanical studies, he arrives at that part of the school where the master's personal influence is felt. I speak advisedly when I say that this is no exaggerated account of the lower classes in some large schools, where the masters deserve all praise for making the best of an imperfect system. Now, on comparing the facts which were shown by me this year and last, especially remembering the conversations which have elicited from teachers and managers their real opinions, I am prepared to say, that in a great and increasing majority of instances, they show a clear and deep consciousness of these results. This is a very hopeful and encouraging symptom; on the one hand it has already induced the teachers, more or less, in nine-tenths of the schools, to make great innovations upon their ancient system. Since I have been engaged in school inspection, I have been in the habit of asking teachers whether they considered it to be their duty to conduct the instruction of children exclusively through the monitors, or to take personally an active part in the instruction. The answers in former years, frequently, indeed generally, showed that teachers regarded the former method as the proper one to be adopted, as it undoubtedly was that contem-

plated by Dr. Bell, while they reluctantly admitted the necessity of occasional interference. Now teachers are universally anxious to convince inquirers that they are constantly engaged in the work of instruction, in hearing the children read, or in questioning them on their progress, and that they take the work as much as possible out of the hands of the monitors. This has further led them to the consideration and adoption of various means, by which they hear that the difficulties which attend such innovations have been surmounted. Accordingly it is found that in addition to the use of more apparatus than was necessary under the former system, teachers alter the arrangements of their schools, so as to bring the children together for collective and simultaneous teaching. Few applications have as yet been made for parallel desks; but most teachers dislike the usual arrangement, and managers have, I believe, been prevented from altering it, principally by the apprehension, that when they have incurred this expense, further improvements may render the change useless.

But whatever may be thought of the already realized effects o such a conviction as I have here represented to be nearly universal, far more important is the consideration, that persons' minds are gradually thereby prepared for the announcement of the truth, which has long pressed itself upon the attention of the inspectors. When fair trial has been made of various systems, of the gallery, of simultaneous or collective teaching, it will doubtless be found that teachers become more active, ingenious, and expert in doing their work, the children's intellect and character will be proportionally raised, and the schools be estimated more highly by the people around them. But it will become also daily more evident, whether we look at the effects upon the teachers or the results in the schools, that it is absolutely necessary greatly to increase the proportion of instructors to the children taught by them. Without venturing to say, as yet, what the right proportion may be under a thoroughly digested system, it is obvious that the basis upon which our schools are now established, must be considerably enlarged. It may be thought strange that I have fixed upon this result as encouraging; but among the causes which have appeared likely to procrastinate indefinitely the introduction of improvements, the most discouraging has been the opposition of influential persons, who at a former period were induced to accept the theories of Dr. Bell. The fact that on the continent the system of so-called mutual instruction was at first adopted with enthusiasm, tried under every favourable circumstance of high government patronage and popular favour, and after such trial, universally abandoned, needed the corroboration of home convictions. And I now, for the first time, entertain a hope that within a definite period, all the schools of a certain size will demand an increase of duly-qualified teachers, and if this change of system be of necessity attended by great increase of expense, we cannot doubt that assist-

ance will be given in proportion to such increase, the necessity being once thoroughly recognized by the opulent classes of this country.

The anxious and daily increasing exertions of the clergy must not be passed over, in enumerating the causes of past improvement and grounds for hope, although I feel that it looks like presumption to speak upon such a subject. But it is due to them to state that the funds for the school are raised in great part by the clergy, the annual expenses falling in many parishes exclusively upon them; in others, the heavier portion, both of the original establishment and the maintenance. This will appear when the subject of funds comes under consideration. But it is not merely by pecuniary sacrifices that the clergy show their deep interest in the cause of education. They bestow more time and pains upon their schools than is supposed by those even who are most disposed to do them justice. In one place, when the teacher of a village school was obliged to relinquish her situation, and it was impossible to procure a successor, the clergyman and his wife took the entire charge of the education of the children for several months, during which the school was in a more efficient condition than ever. There is not indeed any county in my district in which I could not at once select several village schools which are indebted for their success to the personal superintendence of the clergyman's family. In some instances, either the clergyman, or his wife, passes the entire day, once a-week, in conducting, or watching the routine of school business; in others, regular hours are appointed for examination of the monitors and older children. The clerical visitor, sometimes, with the assistance of the register, takes an accurate account of the progress of the several classes, and the individual children in each class; and when a multiciplicity of business, as in large and populous parishes, prevents the incumbent from giving so much time as he feels to be desirable to the improvement of his school, he very rarely, if ever, omits to catechise the children at frequent intervals and to awaken their sympathies in favour of virtue and religion. It may perhaps be thought a less certain criterion than it appears to myself of the lively interest felt by the clergymen, that in nine instances out of ten, the minister accompanies me to the school, remains during the whole examination, takes whatever part in it may appear to both of us most likely to draw out the facts of the case, listens with attention to the account which I write at the time of the state of the school, and is prepared to discuss without partiality the observations or suggestions, which he* has invited me to make. Nor can I attribute to any other motives the singularly cordial reception which awaits the inspector in every parsonage.

There are also hopeful symptoms of a more general and deeper

* I make no suggestions but at the request of the school managers.

interest among the laity. Many of the schools lately built in each county, owe their existence to the liberality of the landowners in the country, and of lay proprietors in towns. It is known to be far more easy to obtain a grant of land for the site of the school, generally including a playground, than was the case but a few years since. And on looking over the donation list, I have usually remarked that the gift of a site is seconded by a large subscription.

The new schools are also much more substantially built, more complete in arrangements and far handsomer in appearance than formerly; there is a remarkable contrast in each of these points, especially the two former, between the schools erected with aid from the Committee of Council and from the Lords of the Treasury. This may in some degree be owing to the conditions prescribed by the official representatives of the former, but must also be attributed to the increased liberality of the laity.

It is certainly a remarkable circumstance, that on entering a country village, the most striking, and frequently the most ornamental building next to the church, should be the school-house for the children of the poor. This may, in some instances be carried too far, there may be an incongruity between the decorations and the style of instruction, and money may be lavished upon stone mullions which would have been more profitably employed upon apparatus and arrangements; still there can be no question of the interest felt by the munificent founders of such schools in the welfare and improvement of their dependents' children.

I should also observe, that although the farmers are not, generally speaking, willing to contribute to the maintenance of schoolmasters, and sometimes view the whole question of the instruction of labourers' children with much suspicion, many striking exceptions have been brought under my notice, and lead me to hope that each successive year will find them less prejudiced. In auditing the building accounts, I find, very often, that all the materials, stone, wood, &c., have been carted by the farmers free of expense. In several new schools some of the farmers, and very frequently their wives and daughters, have shown the strongest interest in the examination of the children: and in proportion as the instruction becomes more practical, more evidently connected with the duties of boys and girls in their subordinate stations, the more instruction becomes manifestly identified with education, it appears probable that the existing objections of this respectable and influential class will be diminished. In the notice sent to the clergyman a request is made that he will request the trustees and committee, who in the country are generally farmers, to attend the inspection. It is to be hoped that this will never be neglected, as being one obvious method of increasing their interest in the school.

On auditing the accounts, I have, moreover, been much struck with the liberality of the lawyers. Sometimes, once in twenty cases, the expenses of conveyance, amount to 20*l.*, often to 10*l.*, in the

latter case, as I am informed, a very small sum is charged for professional labours, but in many instances the whole expense does not exceed 4*l.* or 5*l.*, being in fact merely the cost of stamps, &c. The lawyer should in such cases be considered as a benefactor to the amount of the difference between his charge and a regular solicitor's bill; but I have almost always found the same name among the most liberal donors to the building fund, and subscribers to the annual expenses.

In the towns, I have found this year that the examinations of the schools are attended more frequently by the committee; the ladies have always attended with evident interest, and the impression produced by the inspector's visit is thereby indefinitely increased; but the gentlemen are now not unfrequently willing to give up a portion of the day. There is, indeed, but a beginning; the attendance is seldom so numerous as is desirable, and sometimes no member of the committee can be induced to be present, but there is a beginning, and it is a fair symptom. Indeed, I am much disposed to believe, that when the schools are better organized, and the management conducted upon a broader, and therefore a securer basis, the laymen will be found in towns more ready to co-operate with the clergy in carrying on the school, by increasing their contributions, by exerting their personal influence in bringing children to the school, and by taking a proper share of the labour and responsibility of its efficient maintenance.

With regard to ladies of all conditions, the wives and daughters of the nobility and gentry, of the clergy, of the farmers, of the respectable tradespeople, if it cannot be shown that any great increase of interest in this subject is to be remarked, it is simply owing to the fact that it was hardly susceptible of being increased. Their zeal may in some places be better directed, and their exertions more beneficial, as the management of schools becomes more thoroughly understood, but we have, comparatively speaking, but little or no occasion to urge them to greater efforts, or more generous contributions in behalf of the children of their poor brethren.

Taking, then, these various points into fair consideration, it does appear from facts, which can hardly be doubted, that the elements of improvement exist, and may be expected to be developed with increasing benefit to the cause of popular education.

It may, perhaps, be feared, that persons of great experience and sound judgment will consider the foregoing statements somewhat overcharged; I expect, however, that I shall rather incur the imputation of entertaining too gloomy and despondent views, in the summary account which I shall be compelled to give of existing deficiencies, and of the causes which seem to make it improbable that they can be supplied without some radical alteration in existing systems.

These deficiencies or evils may be classed under the following

heads :—1. The limited opportunities of giving any kind of instruction to children, either in town or country schools. This involves the age at which children enter and leave school, the irregularities in their attendance, and the fluctuations in the numbers attending particular schools. 2. The deficiency in the means of communicating instruction to children, when they are in school; this includes the small proportion of adult teachers and trained assistants to the number of children, the incompetency of monitors, and the want of proper apparatus and arrangement. And 3rdly. The deficiency of pecuniary resources, so far as it affects either the supply of teachers, and other evils pointed out in the foregoing division, or the probable continuance of existing schools.

It will not be considered improper if, in alluding to each of these deficiencies, I mention the remedies which persons of experience may have suggested, or approved in conversations upon the subject.

1. The opportunities of giving instruction to the children of the poor, either in urban or agricultural schools, are more limited than seems to be generally understood, even by those who have bestowed great attention upon the subject. Without pretending to such accuracy as may be attainable by those who, together with the requisite talent, have unlimited opportunities of collecting and digesting statistical information, I have no hesitation in asserting that in most places the children of either sex leave school at so early an age, that it would not be reasonable to expect that the lessons learned there have made any deep impression, much less that such habits have been formed as may act as effectual restraints and safeguards to them in after-life.

The schools inspected in the eastern district, include, in the first place, separate schools for boys, girls, and infants, in London and the large county towns. In these the numbers vary from 90 to 300 boys, rather a smaller proportion of girls, and about the same number of infants.

There is a considerable difference between the schools in the east and west of London. In schools at the west end we usually find that of 200 boys, two or three are above 13 years old, and about twelve above 12 years old, that the average age at which boys, who have proceeded regularly through the school, leave it finally is somewhat under 11½ years,* and that the average time of their stay in school is under one and a-half years, but varying from five years to six months. In the east of London, and in the densely-populated quarters, the average is generally lower. The first class averages under 10½ years of age, and the time in school under 12 months. There is little difference, taking all the town schools,

* It is not always easy to ascertain the average age at which boys leave school, or to deduce from such average, when ascertained, any sure general conclusions. In one good school, where the first-class boys average 11½ years, the average of all who are withdrawn does not exceed 9 years.

between the age of the boys and girls, although a few girls between 12 and 16 are occasionally to be found in schools of high character.

It must also be remarked that the fluctuations of the numbers attending the schools in the east of London are enormous; in a school of 200 boys it not seldom happens that from 100 to 160 boys have entered within twelve months. I have been informed by many of the clergy in Bethnal Green, and the adjoining parishes, that the statement which I had occasion to make last year,* in reference to the schools in Baldwin's Gardens, is generally applicable to their schools. A boy or girl who enters school at three or four years old frequently passes through four, six, or eight schools before he obtains his first situation. This is not only very embarrassing to examiners, but is extremely injurious to the schoolboys. When the greatest pains are taken in classifying children according to their attainments, and the classification is frequently imperfect, especially in the lower classes, there is a serious loss of time whenever a child is transferred to a new school. Accordingly we find it extremely difficult to ascertain what the children know, and what they ought to know: we find some of the youngest children, who have been the least time in the school, intelligent and well advanced, and many of the elder pupils sullen, apathetic, and ignorant. This disparity of attainments, and qualifications, makes it all but impossible to give systematic instruction to large classes; either the permanent scholars are kept back, and become disheartened, or the new comers are neglected, so that instead of advancing to a higher stage of cultivation, they forget a large part of what they have previously learned.

It would be of great use, in prosecuting these inquiries, if an accurate statistical return were procured from all the schools within the bills of mortality upon these points:—1st, the numbers of children, and their respective age; 2nd, the time during which each child has been at school; and, 3rd, the difference between the average attendance, and the total number upon the books. Without having free access to all schools, whether connected with the church or with dissent, it is obviously impossible to give information upon either of these points which can be regarded as complete or conclusive. My opportunities of inquiring into the facts are at present very limited; but after some years passed in inspecting London schools, and with abundant means of learning the opinions of persons who watch the progress of education, I feel bound to state my conviction that, if a close inquiry be made, the results will be found to be more unsatisfactory than I have felt myself at liberty to assert.

It must also be observed that in London we not only lose our children at a very early age, without any systematic means, or indeed, for the most part, without any kind of means of keeping

* See Minutes, vol. ii. p. 142.

up an intercourse with them after leaving school, but that a fearfully large proportion of poor children either do not enter our schools at all, or remain in them so short a time, that any expectation of their receiving real benefit from the instruction therein given must be a mere illusion. It is true that so many schools have been established in which instruction, if not entirely gratuitous, is attainable at a trifling cost, that every parent who desires to secure the advantages of education for his child may find one in most quarters of London within a moderate distance; but it is equally true that thousands are either too indifferent, or too ignorant, or too vicious, or too little able to command their children, ever to avail themselves of the opportunity. One consequence of this want of elementary education, whether we consider it as a want of knowledge or of training, is admitted to be a frightful increase of depravity among pauper children. At the late Middlesex sessions it was stated by Mr. Serjeant Adams, that no fewer than 500 children, between 7 and 12 years of age,* had been summarily convicted by the magistrates, within a comparatively short period, as reputed thieves. All the magistrates could do was to send these children to prison for six weeks, or two months, and when the poor creatures came out again they were compelled to follow their former pursuits, because they were without any other means of obtaining subsistence.

The causes of these great evils lie deep in our social system, but we may briefly consider the means by which benevolent persons hope that the effects may be obviated or mitigated; and we may inquire how far those means are practicable, or how far they are unobjectionable. There are many who would enforce greater regularity of attendance by stringent regulations, or by a mixed system of rewards and punishments. Now there cannot be much doubt that when the instruction given in schools is of an attractive and practical character, and when the schoolmaster possesses the confidence of the parents, rules which require punctual and regular attendance may in most places be enforced without injuring the school, or diminishing the total number on the books. The children of respectable mechanics, and of small shopkeepers, soon fill up the gaps which are occasioned by the withdrawal of many, who are thereby excluded from all opportunity of improvement, should the nature of their employments, or the disorderly habits of themselves, or their parents, make such regularity, in point of fact, impracticable for them. But since one great object of the Church and State in maintaining national schools is to give the best possible education to the children of the poorest classes, such a result will hardly be admitted to be desirable; and it appears scarcely justifiable to adopt these means when there is only one national school accessible to poor children in any district. When, however,

* That is, exactly at the age when they ought to have been in national schools.

the denseness and mixed character of the population require such provision, two schools,—the one under strict regulations, with a higher course of instruction and superior arrangements, the other carefully and skilfully conducted, but allowing considerable latitude to the managers in framing and enforcing rules,—may co-exist under the same general superintendence with great reciprocal advantages. In some parishes of London this provision is made, as in Whitechapel, St. Giles-in-the-Fields, Islington, and, as I am informed, in other quarters where only a small proportion of schools are under inspection. It must also be acknowledged that some schools, where great irregularities are overlooked, are found to effect a considerable amount of real good, as may be seen on referring to the special reports. Unless, therefore, there be a second school where the child may be received, I should not be disposed to expel any for non-attendance, excepting in cases where there is reason to hope that he and his parents will be sufficiently affected by the punishment to seek for re-admittance, and to correct the habit which led to his dismissal.

With regard to other proposed remedies, it is perhaps hazardous to express an opinion as to their probable efficacy. Without dwelling at present upon the additional attractions and stronger hold upon children which, with greater means and improved methods of instruction, our schools may possess in future, I may be allowed to express a doubt whether the course adopted in some instances in the 18th century by the founders of charity schools in connexion with the Society for Promoting Christian Knowledge, and recommended on the high authority of Bishop Butler, might not, under present circumstances, be found practicable and advantageous with certain modifications. The children were not only clothed and educated gratuitously, which was the general rule, but they were also employed in some industrial work adapted to their tender years, and received an apprentice fee provided they remained in school until 14 years of age. Some schools of this kind still exist in London, as, for instance, in Gower's Walk, Whitechapel, where the boys work a printing machine, and receive a very sound education; in the parish of St. George, Hanover Square, where they learn tailoring and shoemaking; and, as I am informed, in other parishes, which I have not had the opportunity of visiting. How far the system of dispensing with payments and giving clothes may be recommended, seems at least very questionable; but we shall either continue to lose the boys at a very early age, and send them forth but imperfectly prepared to discharge their duties, unless we can induce them to remain by furnishing them with some industrial, and perhaps remunerating, employment in connexion with our schools. These remarks are, of course, intended to apply to all large towns where similar complaints are made.

The schools in agricultural districts, including some country

towns, with some points of resemblance have many striking peculiarities to distinguish them from those which we have been considering. In the first place we must remark, that in country places the girls are very differently circumstanced from the boys. In some counties where straw-plaiting or lace-making is general, as I pointed out in my last report, the girls either are left without education, or can give but little attention to any mental occupation. But after allowing for these exceptions, we find that where a good girls' school is established in the country, the results are, for the most part, satisfactory and very promising. The girls not only receive sound and valuable information, learn to read, to write, and to make out accounts, but in many parishes they remain at school to a sufficiently advanced age to induce us to hope that the religious knowledge and moral habits inculcated there will leave durable impressions upon their heart and conduct. It is true that their attendance is generally far less regular than we could desire with a view to their intellectual improvement; and in some parts of the country, where they are kept at field-labour for a large portion of the year, their moral training appears to be seriously obstructed. There are also many districts in which very insufficient provision has been made for the instruction of girls. Still I frequently meet with a large class of girls, between 12 and 15 years of age, intelligent and well-behaved in those places especially, where the clergyman's wife, or some other lady, has been able to superintend their instruction. It should also be remarked that, when such girls have ceased to attend the daily schools, they continue, with few exceptions, to attend the Sunday school, where they receive good religious instruction, and keep up the habit of reading. With proper encouragement they are also disposed to make use of the lending library, which ought to be found in every parish, and on special occasions they are also delighted to revisit the school to which they are indebted for the greatest blessings. I am convinced that, although there may be some years of doubt and trial before a girls' school opened in an ignorant and neglected parish become popular and successful, yet that with good teachers and careful management it will rarely be found to fail.

The boys' schools in country villages are unfortunately, so far as my opportunities of observation have extended, in an incomparably worse condition. If the boy be placed at school by some unusually thoughtful parent, or by the clergyman or landlord, at the earliest age when he can receive instruction, it is just possible that by the age of six or seven he may be able to read a simple story, may repeat some prayers and hymns, and, if the teacher be skilful and conscientious, may be more or less imperfectly acquainted with the leading facts and practical lessons of Holy Scripture. It is, however, far more commonly the case that by that age he has only learned to read easy monosyllables, with few

symptoms of an awakened intelligence. But at this age, just when the mind is beginning to unfold itself, the child is wanted in the fields; he is kept out of doors in all kinds of weather from morning to night, quite alone, and without any occupation but to walk about and frighten away the crows. It will hardly be believed that boys between six and eight years old, and sometimes even younger, are kept in the fields for six or seven weeks together, Sundays as well as week-days, for this purpose. In the beginning of last severe winter, I heard of a child under six years who remained seven weeks so employed, and on returning home, fell ill and died. The parents are excused on the ground that they are too poor to neglect any opportunity of earning bread for their families; and I would not hastily impute blame to any individuals, but I can answer for the fact, that when these little children come back to school after such a period of watching, their disposition has undergone a sad change; their eyes have a furtive, wild, and startled glance; they seem almost to have forgotten how to speak, and months elapse before they resume the cheerful and orderly habits which children acquire under kind and judicious teachers. But besides crow-keeping, as it is called, there are so many kinds of agricultural labour in which children are employed, that in Norfolk, and the adjoining counties, all the boys between 8 and 10, and not a few girls, are kept away from school at least four months in the year. We may easily imagine the inefficient condition of schools under such circumstances.

Whatever instruction they receive must be given in those short and broken intervals of schooling to the boys of agricultural labourers. The accounts which have been given in my special reports might, perhaps, give a false impression, for schools situate in villages sometimes attract the children of farmers and tradespeople in the neighbourhood, who, of course, are not liable to be affected by these causes. But I have every reason to believe that if proper means be taken to collect the statistics of education in the eastern counties, distinguishing the town schools from the country schools, and ascertaining the occupation of the parents, it will be found that a very large proportion of country boys have never been to any daily school; that of those who have that advantage, very few attend more than two-thirds of the year, until they are between 9 and 10 years old; and that at 10 years of age, with scarcely an exception that cannot be accounted for by special circumstances, they are finally withdrawn from the day school; happy if the combined influence of the clergy and their masters induce them to continue attendance at the Sunday-school.

Of the measures proposed as likely to counteract these evils, some require considerable efforts, but others may be tried without delay. In the first place, since the boys leave school so young, it is obviously important to begin their real education as early as possible. If village schools continue to be conducted upon the

monitorial system, which was never intended to apply to small schools, I have no hesitation in saying that nine-tenths of the boys will leave without having acquired any knowledge likely to be of permanent benefit to them. Schools conducted upon a mixed system, combining a lively and intelligent tone of instruction, such as is found in good infant schools, with somewhat of the stricter discipline and closer attention required in juvenile schools, produce, in many places, a marked improvement in the mind, manners, and disposition of young boys; and there is reason to hope that men who have received early instruction in such schools as those, for instance, at Earl's Colne, Maplestead, Berghapton, and Kesgrave, in after days will think of school as a place of happiness and improvement, and be disposed to make some sacrifices in order to secure to their children a longer enjoyment of similar advantages. In last year's report I stated that mistresses trained at Norwich frequently show great tact in managing such schools; and I can now add that a general disposition is shown by the clergy and school teachers to adopt suggestions bearing upon this subject.

Many persons who have had sufficient opportunities of watching the success of such an experiment, are of opinion that in villages, as well as in towns, the only means of arresting the progress of the evils before mentioned, and of retaining the boys to a more mature age under the influence of education, will be to give them instruction in the cultivation of the soil, and in the management of rural affairs, while they are at school. I regret to say that it is not in my power to supply any available information on this most important subject, since no industrial school has come under my observation in the agricultural parishes. Some clergymen have, however, declared that they intend, should it be found practicable, to assign an allotment of land near the school-house to the master, to be cultivated by him and the elder children. If this be carried on with skill and care, the master keeping an accurate account of the expenses, and taking great pains to procure useful information, it may be expected that various beneficial effects will result from the attempt. It will afford an excellent opportunity of introducing improvements in the cultivation of allotments and cottage gardens; and though I do not think it probable that the pecuniary returns will be worth distributing among the boys, the employment will be equally interesting and instructive to them, and much will be done to remove the prejudices of the parents, and to convince them that we are sincerely anxious in every way to promote the real practical improvement of their boys.

It has been stated above that young boys are employed in the fields when they ought to be in school, but we should not forget that, on the other hand, boys between 10 and 14 or 16 years are out of employment, it may be at irregular intervals, yet certainly altogether for no small portion of the year. This is at present in most places felt as an unmixed evil; the streets are filled with

rude awkward looking youths, even while we find the village school emptied by the demand for almost infant labourers. But it would seem that when there is a good understanding between the school managers and the employers of youths, this might be turned to the best account, since during those months they might be receiving very useful instruction, or at any rate keeping up what they formerly learned. It may be objected that such youths are generally their own masters, and not likely to prefer study to idleness, or restraint to licence: to which we can only answer, first, that so far as the influence of their superiors extends, it ought to be exerted to overcome such indisposition; and, secondly, that although they may not return to school voluntarily to act as monitors, much less to be subjected to boys younger, and perhaps not much more advanced than themselves, yet that their feelings would probably be different if their memory of school brought with it more pleasing associations, and if they expected to receive in it useful and interesting instruction. In Scotland we are told that the poverty of the parents, and the demand for field labourers, compel them to withdraw their boys from school during half the year at about the same age when they are finally removed in England, but that the remaining six months are almost universally passed by the youths in completing and extending their education at school. Wherever, therefore, there are competent teachers, sufficient apparatus, and due provision for the maintenance of discipline, it would clearly be advisable to invite the attendance of youths as often as they can be spared from their work.

I regret to say that I have had no sufficient opportunities of observing the operation of evening schools, which, under good management and a well-arranged system of teaching, appear to be especially calculated to promote the improvement of youths in those portions of the year, or of the day, when they are at leisure. The experiment has, however, been tried in many parishes of my district, and, as I am informed, generally with success. A larger supply of apparatus, maps, globes, and drawings, illustrative of history and national manner, &c., is likely to make such schools more efficient and attractive. In addition to information upon physical phenomena, and the application of the sciences to arts and industry, which are undoubtedly subjects of great importance and universal interest, we may hope that useful lectures will be occasionally given upon the elementary principles of moral philosophy,* and upon the laws and constitution of our own country. I am also convinced that if, on certain evenings, a clergyman would give lectures upon some subject, which cannot be fully developed in the pulpit, such as our missions to the heathen, or outlines of church history, or matters usually treated of in biblical prolegomena, these lectures would be as numerously attended, and excite as

* A popular treatise upon morals is still a desideratum.

lively interest, as the most popular subjects discussed in mechanics' associations. We must never forget that without some change of system, which may retain the youths within the sphere of moral and religious influences after they leave school, the advantages of our national scheme of education will always be regarded as problematical by a large proportion of thinking men: whereas if the good impressions made in childhood be deepened in youth, their scanty stock of information enlarged, and just views of existing institutions be inculcated, in opposition to the bitter and empty prejudices which are entertained by the ignorant, we may reasonably expect and claim a continually increasing measure of support.

We may now consider how far the means of giving instruction to the children during the time they pass in school are sufficiently extensive or effectual. It is with regret that I state my conviction that the great deficiencies, which were noted last year by all the inspectors, are not supplied in my district, nor is it likely that they will be supplied, unless some great effort be made. I allude more particularly to the disproportionate supply of teachers and able monitors, compared with the number of children both in town and country schools.

The special reports upon the schools in London, and in large towns, show that a single master or mistress, at present, is intrusted, in many cases, with the sole charge and instruction of schools containing from 100 to 250 children. I have noted the cases in which pupil teachers are employed, and it appears that they are only found in a few metropolitan parishes. In one school, at Baldwin's Gardens, four youths act in this capacity; in other places, but one assist the master.

Now it must be admitted that the masters in these schools are generally well informed and zealous men, and that for the most part they have been trained in establishments connected with the National Society. But after comparing with great care the results of teaching in large schools with those in smaller schools, conducted respectively by single teachers, I am bound to state that in the former, children entering at the age of seven years take nearly two years and a half to learn what is acquired in the latter within six or seven months. This applies not only to reading, writing, and ciphering, but also to the religious instruction. I can only repeat the observations made in my report of last year, that no system can enable the most skilful and diligent master at once to maintain the discipline and superintend the instruction of so large a number of children.

The village schools may be classed in three divisions:—separate schools for boys and girls, with master and mistress; combined schools of boys and girls in separate classes, conducted in one room, sometimes by a master and mistress, more frequently by a single teacher; and mixed schools of boys, girls, and infants, under

a mistress. The first class of schools do not seem to require any special notice; they are generally conducted on the same principles, and with the same methods, as National Schools in towns. But inasmuch as for the most part the teachers' salaries are of necessity very small, their acquirements may be expected to be limited or imperfect. It seems therefore doubtful, to say the least, whether it is advisable to establish separate schools for boys and girls, excepting in those places where the liberality of the richer inhabitants enables the manager to secure for each school the services of a regularly trained teacher. We often find the two schools conducted independently of each other, as regards instruction, by a man and his wife,—an arrangement which is liable to grave objections, since it very rarely happens that both are properly qualified for their situation by temper, character, and ability; and it is found that committees are generally unwilling to make a change so long as either party retains their confidence. It would seem to be a much better plan in those cases to conduct the school on a combined system, the master instructing both girls and boys in most subjects, and the mistress, if she be unequal in attainments, attending to all the younger classes, to the needlework, and to those lessons which require care and patience rather than skill or learning. This combination of two schools is sometimes met with in the Eastern district, and appears to offer least impediments to the introduction of an improved organization and more efficient methods of teaching.

By far the greater number of village schools are, however, conducted in a single room by a mistress. From 30 to 70 children of both sexes, between 3 or 4 and 14 or 15 years of age, the boys, as I have stated, being generally under 10 years, are arranged in open classes, and instructed by a mistress with the assistance of monitors. The special reports upon several schools in each county will show that I am not disposed to depreciate the character of such schools. The mistresses, with few exceptions, are extremely kind to the children; the manners of some indicate a cultivated and gentle spirit; there are among them women who combine extraordinary power over the children with no mean ability in communicating information: and I cannot too strongly express my conviction that very many of these persons, with extremely various degrees of knowledge, under the superintendence of the clergy, do succeed in impressing sound practical ideas of religion upon the children's minds. But it is, notwithstanding, true that, in most parishes, something more is needed before we can admit that due provision is thus made for the education of the poor. We find that the salaries of these mistresses are, for the most part, very low; that few of them have received any training; some have merely passed a few months in the National School of a neighbouring town; not a few have been domestic servants, and some still devote all their leisure hours to an industrial occupation

or the affairs of their own family. If, again, we class the mistresses according to their age, we generally find that those who are somewhat advanced in life are very deficient in system, training, and instruction, and are not likely to supply that deficiency; whereas the younger mistresses, supposing them to be all that is exemplary, are likely to marry, or their health sometimes fails them, or they are frequently dispirited in the contest with coarse habits and dull intellects, and take refuge in other pursuits more congenial to the feminine character. The supply, moreover, of young women is very far from sufficient, so that the greatest difficulty is experienced by the clergy in finding mistresses for their schools, and in retaining their services when they have met with proper persons.

Supposing, however, that, in course of time, the training establishments send forth a constant supply of young women or of elder persons, found upon examination and trial to be duly qualified to instruct children; supposing, also, what I am far from denying, that these persons shall be found, upon the whole, very successful in managing such schools as have been described, there will still remain one great want unsupplied,—the education of the girls and the instruction of infants of both sexes may be thus provided for, but the boys from 10 years upwards will for the most part, be finally cut off from all chance of improvement in school.* This should be kept in mind when a school is established in a village remote from towns and in an isolated situation.

When there are fewer than 80 children, one teacher, with a monitor regularly employed, and receiving some fixed allowance, may be sufficient. But in this case, a district containing a certain number of parishes, to be determined by local circumstances, such as distances, facility of raising funds, ought to make arrangements to maintain a central school, with an intelligent, active, and thoroughly-trained master, to whom the youths may resort so long as they and their parents feel that they are deriving advantage from his instructions.

We cannot reflect upon the age or acquirements of monitors without being struck with the absurdity of expecting any good results from the use of such materials. Taking the average of monitors, they may be described as boys about 11½ years old, reading with ease, but not much intelligence; writing from dictation, so as to give the sense of a passage, but without any regard to punctuation, or any practical knowledge of grammar; with more or less facility in working the ordinary rules of arithmetic to proportion or practice, but with little or no insight into its principles. The knowledge of geography, history, or general

* There are, however, a few exceptional instances of schools in which a young woman, with the aid of monitors between 15 and 18 years old is able to manage a large mixed school. That in the parish of Berghapton, under the Hon. and Rev. J. T. Pelham, is a remarkable instance.

information, which the more intelligent of these youths may possess, is not called for in their employment as teachers of the lower classes; and it is hardly needful here to reiterate the severe but just observations which all writers upon our National Schools have made upon the tone and character of the religious instruction under monitors. It is equally prejudicial to the children, who are taught to confound the holiest things with the least important, and to themselves, since they are thus acquiring or confirming habits either of apathy or irreverence in dealing with those subjects which pertain to man's salvation.

We may, surely, at present be permitted to assume, without further discussion, that the insufficient supply of qualified teachers, the small proportion which the numbers now employed bear to the aggregate number of children under instruction, and the incompetency of the monitors to whom they are of necessity compelled to intrust a considerable share of the teaching, are defects which ought no longer to be permitted to exist.

It does not enter into my province to inquire how far the great training establishments of the National Society and some diocesan Boards are calculated to supply the deficiency. We cannot help observing, that a very considerable period must elapse before the generality of schools can derive any benefit from them; and that, under the greatest extension of the system which can be anticipated, assistant teachers in any excepting the richest schools will not be furnished from them. We may further observe that, at present, great difficulty is experienced in obtaining pupils for training, especially such pupils as possess any peculiar qualifications for the office of teacher; and that much of the time which ought to be devoted to the work of training in its proper sense is, of necessity, absorbed in the acquirement of elementary knowledge.

Considering, therefore, all these circumstances, it appears to me that the step which should be taken at once in order to create a body of teachers, to furnish candidates for the training colleges, and to produce an immediate effect upon the existing schools, is the extension of that plan spoken of in my last year's Report,—I mean the employment of apprenticed or pupil teachers. The schoolmasters in my district are waiting with anxiety for such assistance as may enable them to retain the services of their best disposed youths, and the clergy are fully alive to the importance of the subject. The plan has been sufficiently tried to show its feasibility, as the special Reports show many large schools have adopted it wholly or partially, and the London Diocesan Board of Education have found it in every way successful, popular among the clergy, and beneficial to the schools. The inspectors would find no difficulty in selecting a sufficient number of boys from their respective districts, who, in a short time, would be qualified to act in this capacity, or in finding situations where their services would be needed in the school and appreciated by the managers;

and, provided that due attention be afterwards paid to their moral and intellectual improvement and their physical condition, I am fully satisfied that by these means we shall have in a few years a large body of practical, thoroughly trained, intelligent, and active teachers, not looking to objects remote from their profession, nor disheartened by any contrast between their anticipations and the hard realities of life, but taking an honourable pride in their success, and thoroughly contented with the station to which it hath pleased God to call them.

3. In accordance with the instructions received from the Lord President, I have in every case inquired carefully into the state of the pecuniary resources of the several schools inspected in the course of the last year, especially of those which were erected with assistance from their Lordships.

The sources of income are endowments, school fees, collections at church, and subscriptions or donations.

It will be observed, on referring to the tables, that a large proportion of schools are without any endowment; that the produce of endowments is, for the most part, very inconsiderable; and that when the annual income from this source exceeds 15*l.* or 20*l.*, it is but rarely sufficient to raise the stipends of the teachers to a satisfactory amount. In most of the parishes, however, where an endowment above 10*l.* is at the disposal of the school managers, it is stated that the existence of the school, and the completeness of its arrangements, depend upon that portion of its income, and that, consequently, the results contemplated by the benefactors of the school have been attained to a certain extent. I am not aware that complaints are made of misapplication of such funds; nor does it seem probable that they could be expended in any other manner better calculated to promote the efficiency of the several schools. There is, however, one very serious evil connected with freehold endowments of an early date; unless there exists a specific provision in the trust deed, or in the written engagement with the teacher, it seems, in the actual state of the law, that a master or mistress, when appointed, possesses a vested interest in his situation, and cannot be displaced even by the trustees, except they can prove such misconduct on his or her part as would be recognised as a sufficient reason for dismissal in a court of law. This observation does not apply in more than one or two instances to schools which have been erected with assistance from the Lords of Committee of Council, due care having been taken to insert the requisite condition in the trust deed; but in places which I have visited by invitation very flagrant cases have been brought under my observation. The ignorance, negligence, and irregular habits of the masters in some parishes have nearly ruined the school, without affecting their income, or enabling the trustees to interfere.

There is also some reason to apprehend that an endowment of 20*l.* or upwards is sometimes counterbalanced by more than a

proportionate decrease in the amount of annual subscriptions; whether this is to be attributed to the diminished exertions of the school managers, or to a vague feeling on the part of those who ought to contribute to the school funds that sufficient provision is already made for the educational wants of the poor,—whatever may be the cause, it is of the highest importance that every cautious and intelligent friend of education who henceforth may endow any school shall take some adequate security against the recurrence of this evil, and of that mentioned above. In all cases there ought to be every possible facility for the removal of incompetent teachers; and some guarantee should be sought for, that the amount of local subscriptions may vary in a direct, not an inverse, ratio to the income derived from endowments.

The variation in the amount of annual subscriptions are extremely remarkable. They cannot be accounted for in a satisfactory manner, whether we take into consideration the amount of property, or the extent of population in the several parishes. There are some small places in which they amount to 30*l.* or 40*l.*; others in which 3*l.* or 2*l.* are all that the clergyman can depend upon. In towns, again, of nearly equal size, and of nearly equal resources, the subscriptions vary from 20*l.* to 100*l.*; and a similar disparity is observable in the metropolitan parishes. It should, however, be stated that, in some returns, the clergyman of the parish has included the amount of his own contribution, whereas in others it is altogether omitted, or a general observation is inserted that deficiencies are supplied by the incumbent. There are many cases of extreme hardship. In some poor districts of the east of London the clergyman has to provide for his schools out of an income not exceeding 200*l.* per annum; and many clergymen have informed me that their schools cost them from 20*l.* to 60*l.* annually. In some parishes they defray all the expenses connected with the school. On the other hand, the schools are in some places maintained by the owners of property on a liberal and efficient footing. Among these I may again allude to those at Earls Colne and Maplestead, supported by Mrs. Gee; at Conington, Steeple Gidding, and Upton, by T. W. Heathcote, Esq.; at Kesgrave near Woodbridge, by N. T. Shawe, Esq.; and other instances are named in the special reports, where I have also given some indication of the expenses incurred by incumbents of parishes.

The collection in churches, as may be observed on the tables, are of great assistance to many schools.

There can be no doubt that the total amount of subscriptions is annually increasing, although it is extremely difficult to ascertain the rate of increase. But we may reasonably hope both that the number of small subscribers will be extended in proportion to the more general diffusion of sound views on the subject of education among the trading and agricultural classes; and that the owners of large properties will not always permit the expenses of

the instruction of their dependents' children to be borne to an extent utterly disproportionate to their incomes by the clergy. It should, however, be remembered that the returns made at present in this, and of course in all the districts, are partial, inasmuch as they can give no account of the numerous schools which have been established, and are maintained, by gentleman of property without extraneous aid, excepting in those instances where inspection has been invited; and even in these instances I have not usually recorded an account of the annual expenditure.

The amount of school fees, of course, generally depends upon the number of children in attendance, the rate of payment being nearly uniform, or varying from 1*d.* to 2*d.* weekly; the additional payments noticed in the tables do not amount to much. It is a question whether and upon what conditions fees of different amount should be exacted from children receiving the same instruction. I am inclined to believe that the system is successful; the children of small farmers and tradesmen receive, probably, a better education in those schools which are well managed than they could obtain elsewhere, and the children of labourers are much benefited by such intercourse as is permitted. The effect also upon the poorer parents is good, since they are thereby convinced of the efficiency of the school, and upon the teacher whose position is improved by a system which, at the same time, augments his scanty income. Still this mixture is not without some inconveniences, there is a temptation to neglect the poorer children, who are likely to be more troublesome, and less teachable than those who come from decent homes, and the parents are somewhat disposed to entertain suspicions of such neglect even when no just cause for them exists. But as these inconveniences are not insuperable, wherever the clergy and managers are able to superintend the school regularly, upon the whole, it appears desirable that some extension should be given to this means of providing for the expenses of our schools.

The total income of the schools in Middlesex inspected in the course of last year varies from 100*l.* to 400*l.* for large double schools.

In Essex,—Town schools from 28*l.* to 180*l.*
Country schools from 11*l.* to 80*l.*

In Suffolk,—Town schools from 28*l.* to 147*l.*
Country schools from 8*l.* or 9*l.* to 65*l.*

In Norfolk,—Town schools from 77*l.* to 100*l.*
Country schools from 20*l.* to 70*l.*

In Cambridgeshire,—One town school 109*l.*
Country schools from 10*l.* to 60*l.* or 70*l.*

In Bedfordshire,—Town schools from 50*l.* to 170*l.*

In Huntingdonshire,—Town schools from 66*l.* to 80*l.*
Country schools from 5*l* to 70*l.*

I may now consider the effects produced by this extraordinary disparity and inadequacy of income upon the condition of the school.

In the first place I find that the salaries of the teachers vary,—

In Essex from 10*l.* to 60*l.*; and average, 32*l.*
In Suffolk, from 10*l.* to 90*l.*; and average 33*l.*
In Bedfordshire, from 15*l.* to 50*l.*; and average nearly 28*l.*
In Cambridgeshire, from 13*l.* to 50*l.*; and average about 35*l.*
In Huntingdonshire, from 8*l.* to 60*l.*; and average 26*l.* 10*s.*
In Norfolk, from 8*l.* to 60*l.*; and average 28*l.* 15*s.*

The teachers who receive salaries below 15*l.* are generally boarded and lodged in the clergyman's house; and a fair proportion of the others are provided with apartments, and some with light and fuel. But after making every allowance for these advantages, it is manifest that the average payment of the teachers is considerably below that sum which would be a fair remuneration to a person of fair abilities, who devotes himself to the work of instruction. Accordingly we cannot be surprised to find that a large number of teachers have been domestic servants, some common labourers, or broken tradesmen, and that after contending for a time against the difficulties of their condition, many relinquish their employment in disgust.

The excessive economy which is rendered indispensable by the smallness of income tells in various other ways upon the details of school work. It is of course out of the question to pay an assistant teacher in many poor schools, where the need of one is strongly felt; the payment of monitors is merely nominal; not enough to keep a youth at school one week after he can find work in the fields; in some schools we find that there are not slates enough for one-third of the children; Bibles, Prayer-books, and elementary reading books, are not provided in sufficient quantities; there are often no books in the school containing any general information; the apparatus is incomplete in most places, even when the expenditure in other respects is upon a comparatively liberal scale; indeed, there are few schools in which any suggestions of improved arrangements are not at once met with the unanswerable objection, "We have no money; we are, on the contrary, in debt to the treasurer, and have been consulting in what manner the expenses can be reduced next year." The grants of money for apparatus which the inspectors are permitted to recommend are always welcome, and will be still more beneficial as we are now allowed to distribute them in smaller portions. But without some considerable increase of pecuniary resources, managers of many schools will not be able to furnish them with those appurtenances which must be regarded as indispensable for their improvement.

There is also reason to fear, unless some great effort be made

to provide larger funds, that some schools in this district will ere long be closed altogether. Although no instance of so great a misfortune has yet occurred in my district, that is to say, in the case of schools erected with aid from the Committee of Council, the foregoing statements show that not a few are reduced to a state of extreme depression; and I grieve to say that, in many places where the clergy have hitherto made great sacrifices to keep their schools open, they have informed me that, without some assistance, it will not be possible for them to struggle much longer against the difficulties of their position. The same causes also tend to prevent the establishment of schools in many parishes where no provision is made at present for the education of the poor. Even when a site can be procured, and funds for building a school can be raised without much difficulty, the project often falls to the ground, owing to the unwillingness of all parties to undertake the responsibility of the annual expenditure.

These assertions may appear to be somewhat discouraging; but considering how much the cause of education has advanced, and is now advancing, we may reasonably hope that the richest nation in the world will abundantly supply that want, upon which, as we have seen, nearly all the defects of our schools depend, namely, the want of funds.

I have the honour, &c.,

J. P. Kay Shuttleworth, Esq. (Signed) F. C. Cook.

MIDDLESEX.

Baldwin's Gardens, 7th April.—196 boys, 85 girls. Formerly the central school of National Society.

Boys: a large school room and class-room. The arrangements have been made with great care. School is closely superintended by committee. Conducted by master and five pupil teachers. The boys are very young, scarcely any above 11 years old, and the fluctuations of attendance are remarkable. See Minutes, 1844.

The discipline is very good; great pains taken to instruct the children, who learn probably as much as can be taught under the circumstances. Proportions the same as last year. The pupil teachers are intelligent, well-informed, and instructed by a competent teacher, but want training in the art of teaching.

The girls' school conducted by two pupil teachers in the absence of mistress, who is ill. A moderately good school.

Bayswater. See *Paddington.*

Brompton, 16th April,—180 boys; girls. Handsome school-rooms, with some defects of arrangement. Girls not examined, the mistress having been ill for some months.

Boys: Seven classes; one master. Boys under 12 years old, excepting two monitors. 155 present. Excellent order. Instruction good and

improving. Writing from dictation, and arithmetic to Practice; Proportion and Interest are well taught. Much general information and satisfactory knowledge of Scripture. Singing unusually good. Methods improved since last year. The master is an able man, and attentive to suggestions. This would be a good situation for a pupil teacher, who is much needed. The monitors are occasionally instructed in the evening by master; they are much improved in the last 12 months.

Chelsea, Christ Church, 19th May.—Boys and girls. The school is remarkably well-built and arranged. The boys' school not in a satisfactory state of discipline or of instruction. The girls are under the charge of two pupils from Whitelands, who keep good order, and are competent teachers. The report of next year will probably be favourable, since the managers are looking out for an able master.

Fulham, 6th May.—95 boys, 79 girls, 110 infants. Population about 3400.

Boys: master, apprentice teacher, and monitors. The discipline is perfectly good; a remarkable change has taken place in the manner of the boys, and it may be hoped in their character since the appointment of the present master. The instruction is good and practical, including some general information. Writing on slates requires more attention.

Girls: conducted by an able mistress, and in a very efficient state. The manners of the girls are pleasing, and they are well instructed in all important points. The infant school is also remarkable for good order and the individual proficiency of the children.

Hampstead, 14th April and 20th November.—120 boys, 98 girls. Infants not examined.

Boys: in April the school was not in a satisfactory state; the present master had been two weeks in school. Six classes; master and two pupil teachers. Boys noisy and disorderly. Reading and writing imperfect; arithmetic nominally to Practice, but defective in lower rules. Answers not intelligent.

In November great improvement. Number, however, reduced from 118 present to 106, owing to enforcement of regulations. Arrangements much improved by parallel desks on graduated stage. Abundance of apparatus. Classes on circulating system, with prizes and rewards for for 12 highest number of tickets. Discipline decidedly good; boys neat, quiet, and attentive. The instruction improved; not yet sufficient. Penmanship, on Mulhauser's system, neater and better. Writing from dictation; bad with two exceptions. Ciphering still backward and inaccurate. Reading on good system, much improved. Geography and grammar begun. Religious instruction satisfactory in first class; not sufficiently practical and intelligible for younger children. Singing, in three parts, very well taught. Some read music, and sing at sight from notes.

Master trained at Chichester; active and intelligent.

The school building is not good enough for the place; the tenure not secured; no playground or yard; offices inconvenient.

Girls: from 7 to 13 years old. A good room; discipline excellent. With the exception of arithmetic, the instruction is extremely good, including geography and English history. The lower classes have been instructed with great care.

Highgate, 17th April, and at various times.—84 boys, 74 girls, 132 infants.

Two buildings. The National school-rooms are neat and well proportioned; may be improved in arrangement.

Boys: from 7 to 13 years old; instructed by master in four classes. One monitor, 15 years old. The children generally leave under 12 years old. Pay 2*d*. weekly, 3*d*. for two in a family. The order is good, and much improved since the beginning of the year. The boys are well instructed, considering their age, in elementary subjects, geography, and English history. The writing from dictation is very good, and ciphering to the higher rules satisfactory. Methods of the National Society, but the master, an intelligent and well-informed man, with the monitors, takes charge of the teaching; employing other boys for mechanical arrangements.

Girls: from 7 to 12 years of age; 20 are clothed. Attendance very regular. Instructed by mistress, in three classes. The school is in perfect order, and the manners of the girls remarkably good.

Instruction good, practical, and sufficiently extended in all classes. All can read from easy narratives to English history. The reading is remarkable for intelligent and pleasing tone. Geography is well taught. The four rules, compound arithmetic, are worked with ease and accuracy; writing from dictation unusually good; penmanship neat and improving. Most satisfactory knowledge of Scripture, and practical views of religious duty. The school is one of the best near London.

The infant-school is well conducted by mistress and assistant. Infants from 2 to 7 years old.

Hornsey, 19th November.—74 boys, 75 girls. Schools in different localities. The boys' school-room is neat, and moderately well arranged. The girls', a handsome building, convenient and well situate. Apartments for both teachers adjoining their respective schools.

Boys: four classes, master with monitors. Order good, much improved and still improving. Reading taught well throughout the school, in first class History of England, Third and Fourth book, grammar, and geography. Good writing on paper and from dictation. Arithmetic well taught to Rule of Three, &c. Answers intelligent and satisfactory in all parts of Holy Scripture.

Girls: three classes. One mistress. Monitors between 12 and 14 years old. Manners of girls are very pleasing, and their appearance neat and cleanly. The instruction is unusually good; 19, averaging 11 years old, read History of England (Dr. Davys's) fluently, write very good abstracts, and are skilful arithmeticians. The other children are proportionably well advanced in all subjects. The religious instruction throughout the school is unusually good.

Islington, St. Mary's, 9th and 10th December.—122 boys, 84 girls. Same teachers. Large and well-arranged school-rooms.

Boys: master, paid assistant, and three regular monitors. 25 boys clothed. Order improved. 27 read History of England. Arithmetic well taught. Geography, grammar, &c. Satisfactory knowledge of Bible, and throughout the school good religious instruction.

The master trained at Glasgow; has taken pains to improve the school.

Girls: in good order, and fairly instructed in elementary subjects.

Islington, St. Peter's, 22nd December.—119 boys, 82 girls. Same master and mistress. Superintended by the clergy and a committee.

Boys: in excellent order, quiet and cheerful. The instruction is sound and practical. Very good writing from dictation and on paper. Arithmetic well taught to Rule of Three. Sound and comprehensive religious instruction. Average age of first class, 11 years and 1 month.

Girls: cheerful and attentive. Writing on slates and paper improved. Ciphering moderate. Good needlework. Sound religious teaching.

These schools have been efficiently and carefully managed. A grant of apparatus to the amount 15*l.*

Islington, St. Stephens, 15th December.—125 boys, 115 girls. Same master and mistress. One handsome and commodious building.

Boys from 3 to 12 years old, in six classes. One master. Discipline much improved. Considering the age of the children, and their previous want of instruction, very satisfactory progress has been made since the establishment of the school. 18 read with ease, are good arithmeticians, and are fairly advanced in other subjects.

Girls are very young, one only above 12, several between 2½ and 6 years old. The school is in good order, but the instruction is not satisfactory, probably owing to the mixed character of the school and the irregularities of attendance.

Kensington Potteries, 13th May.—119 boys and girls. Instructed in one room, but separate classes, by master, with mistress for needlework. All the children could not be collected, it being Whit Tuesday. 64 present. The improvement in manners and appearance of the children is proceeding. The instruction appears to have remained stationary. The present master is a good disciplinarian, but not equal to his predecessor in the art of teaching.

Kilburn, 14th May.—38 boys, 24 girls, and 55 infants. A new, handsome building, erected by the congregation of the chapel in memory of their late minister, the Rev. W. Hancock.

Boys in good order; have made little progress in any subject. The girls are very young, and little advanced; the religious teaching is good. Master and mistress have been four months in school; it may be expected to improve, since they appear to be zealous and well informed.

Marylebone, Central School, High Street, 29th and 30th April.—Boys, 184; girls, 77.

There is also a large infants' school which I have not visited.

Boys: a large room, in which some improvements have been made. Six classes, taught by master, assistant, and monitors. Order good and improving. Same course of instruction as in former report. Boys write much better abstracts, and arithmetic is improved throughout the school.

Girls; a large, but inconvenient room. Girls from 6½ to 13: very few above 12 years. Mistress, with monitors, teaches five classes.

The discipline has been constantly improving, but is not quite perfect.

Instruction good, but limited. Reading in Third Book very fair; writing on slates and paper much improved. Religious instruction satisfactory.

Marylebone, Christ Chapel, St. John's Wood, 1st and 2nd May.—280 boys, 150 girls, 500 infants. Two large convenient buildings. The boys' school is crowded, but the ventilation is good, and the class-room relieves the first class and teachers.

Boys: instructed by master, assistant, and monitors. From 7 to 14 years old; 20 between 12 and 14. The order and discipline are good. The instruction is respectable, not equal to its former condition. Arithmetic is well taught to Proportion and Practice. Reading in Fourth Book fair. A slight knowledge of English grammar; some general information. Little variation from the proportion of readers, &c., reported last year.

More space wanted in the larger room.

Girls: Mistress and monitors. Order very defective. Instruction not extensive, and not well carried out. It may be hoped that under a new teacher the school will be improved.

Infants: attendance near 400. Master, mistress, and assistant mistress. A large, well-built room, 70 × 35 × 16 ft., and class-room, 25 × 15 ft. Infants admitted at two years; about 100 are between 7 and 8 years.

The master possesses a thorough control over all the children, who are obedient and very cheerful. The teaching seems to be efficient, especially the gallery lessons; elder children are good cipherers. About 80 read New Testament, and 120 easy words. Children give intelligent answers on the usual subjects.

Another boys' school is evidently needed for the district. All the children above 6½ ought to be separated from the infants.

Marylebone, St. John's.—Infants: a large school, two rooms; conducted by master, two mistresses, and two paid monitors. Superintended by committee of ladies and parochial clergy. A good play-ground; the accommodations at present not sufficient for the number of children. There is much cheerfulness, order, and intelligence in the school. A considerable proportion of good readers between 5 and 6 years old. Some write on paper and slates. Arithmetic well taught to Proportion. Religious instruction, scriptural and catechetical, very good. Good general information. The children are individually more advanced than usual. The master is well-informed, and skilful in teaching.

Marylebone, Nutford Place, 30th April.—Boys, 81; girls, 68; and 70 infants.

A building in its present state very ill adapted for the purpose of education. Neither school-room is convenient; girls' a very bad room.

Boys; bad attendance; only 54 present. Instructed by master. Good order. Reading and writing satisfactory. Arithmetic well explained. School not improved since former visit.

Girls: in very good order. Reading fair in Scripture and miscellanies. Good writing. Answers not satisfactory.

Infants: an ill-lighted and inconvenient room.

The funds of this establishment, which is not connected with any church, but managed by a committee and clerical secretary, are in a very depressed state. Little good can be effected without a very considerable augumentation of pecuniary resources.

Paddington Green, 5th and 6th April.—200 boys present, 210 total. 115 girls present, 131 total. 190 total, 180 present, infants.

The boys and girls are instructed in two rooms, well-built, warmed, and ventilated. The building handsome and well-arranged.

Boys: instructed by master, with pupil teacher, 17 years old, who was educated in the school. Arranged in six classes, on the circulating system. The rewards for medals are books, which cost about 5*l.* per annum. The attendance averages more than nine-tenths of the total number. Age of boys between 7 and 12, excepting 10 boys near 13 years. Many boys have been in school from infancy. There is an increase of 50 since the last inspection. The fluctuations of numbers not considerable. Boys are very healthy and cleanly in appearance.

The discipline is nearly perfect.

The general proportion of instruction in the several classes is somewhat advanced since last year. In the first class of 50 boys, averaging 11 years old, and three years in school, 25 work a sum in Practice, 9860874, at 35*l.* 10*s.* 6½*d.*, with ease; the others compound rules and Proportion. Write exceedingly well from dictation, and some good abstracts. Geography, grammar, and etymology well taught. Read History of England fluently, and are acquainted with the facts. Learn linear drawing, and music on Hullah's method. The lower classes are advancing in due proportion to age and time in school. The religious instruction throughout is good.

Generally speaking, methods of teaching are those of the National Society. The method of teaching to read is peculiar, and very successful: described in Minutes of Committee of Council for 1844, vol. ii., p. 192.

The master is about to take charge of another school in the parish. He is a very intelligent and successful teacher.

Well arranged parallel desks would be an improvement.

Girls: instructed in two rooms, and four classes, by mistress, assistant and monitors. From 7 to 13 years old; 15 between 12 and 13.

The manners of the girls are very pleasing, and the school is in good order.

All can read from easy narrative, to the Third Book and History of England. 80 read with ease in the Third Book. Good secular reading books in all classes. Writing on paper, 90 on books, and from memory, neat and accurate. Ciphering to compound rules, with practical questioning. The first class learn geography and grammar very well; the religious instruction in all classes is remarkably good.

Needlework is very well taught; 30 can fix a shirt.

Infants, 180. Conducted by mistress; assistant employed in managing, not in instructing the children. A handsome, well-arranged school, with abundant apparatus. All infants between 2 and 6 years. The infants are cheerful, orderly, clean, and fond of their mistress. It is peculiar to this school that the mistress teaches all the children to read, &c., without any monitors. The result is that they are more advanced than in good infant schools conducted on the usual system. 70 read in books; 20 very well; and 20 write sentences on slates; 20, words; and 30, letters; all elementary subjects are well taught. Children are well acquainted with Scriptural history, and give more intelligent answers on meaning of words and sentences than is usual in good schools. The mistress is an able teacher, and devoted to her duties.

N.B.—I have recommended many clergymen to visit these schools, as among the best and most complete in London.

Paddington, Titchbourn Street, 2nd April.—Boys present, 167; Total, 190, Girls present, 91; total, 109. Infants present, 151; total 200.

Boys: master, with assistant 19 years; trained at commercial school, Rose-street. A handsome and good school-room; maps and apparatus sufficient. Boys from 7 to 13 years old. A good school, with the same subjects and methods as at Paddington: not quite equal progress, but the boys are intelligent; have sufficient secular instruction to make them useful to their employers, and a very satisfactory knowledge of Holy Scripture.

Girls: mistress, assistant, and paid monitors; four classes; circulating system. From 7 to 14 years old. Quiet and pleasing manners.

First class, 32 girls; average age, 12 years; 2½ years in school; learn geography, English history, ciphering, to compound rules; read fluently; write neatly on paper, and good abstracts. Nearly all the school can read. The lower classes are well advanced.

The mistress and the master of these schools are both very respectable and intelligent teachers.

Infants: mistress, assisted by her sister. The infant school is well arranged; has suffered from change of teachers, but is at present in a satisfactory and improving condition. The usual subjects are taught, and the children are intelligent and well behaved.

Paddington, Bayswater, 25th April.—Boys, 106; girls, 49; infants, 60.

A handsome and commodious school building.

Boys: conducted by master; transferred since the beginning of April from Paddington Green (see Paddington Green), with assistant and monitors; in four classes; on circular system. Managed by clergy and committee.

School is in excellent order. Instruction comprises geography, grammar, English history, and elementary subjects. The boys are not much advanced; the elder boys work Practice; write neatly on paper, and fairly from dictation.

It may be expected that this school will be speedily brought into an efficient state by the present master.

Girls: in good order, but not receiving much instruction. Some of the elder girls are, however, intelligent and well informed. The religious instruction is good. The mistress is a respectable and intelligent person, but has not been very successful in this school.

Infants: a new, handsome school has been erected, but is not yet opened; in the mean time the children are instructed in the usual subjects in a temporary building.

In addition to these nine schools, it is intended to erect others in the neighbourhood of the new church, which will make altogether provision for the instruction of 2000 children in a population of 25,000. The present schools cost nearly 1300*l.* per annum.

St. Pancras East, Britannia Street, Gray's Inn-lane, 9th April.—206 boys; 90 girls. A very large and handsome building, but ill constructed for sound.

Boys: master, pupil teacher and monitors. Eight classes. Boys are young, generally under 11 years, and remain a very short time in school. They are in good order. The instruction is not satisfactory. Penmanship is good; 40 copy-books; writing from dictation imperfect; arithmetic

backward; some knowledge of geography. The methods appear to be too mechanical. The monitors are good, well-behaved boys, but not sufficiently advanced to be good teachers.

The girls' school is not in a very efficient state.

Stepney, All Saints.—149 boys, 77 girls, 140 infants. One handsome building, adjoining the church.

Boys: a convenient room, extremely well arranged, with gallery, parallel desks, and sufficient apparatus.

The instruction is very good, considering the great difficulties arising from irregular attendance and fluctuations of numbers. 119 have been admitted within six months. Geography, grammar, history, &c., are well taught, and much general information is given to the boys. The religious teaching is excellent.

The master was trained at Glasgow.

Girls: excellent order and instruction. Though very young, some of the girls have learned grammar well, accquired much useful knowledge, and are well acquainted with the facts and doctrines of religion.

Infants: not in so prosperous a condition.

Stepney, St. Thomas, 17th and 18th November.—193 boys, 138 girls, 240 infants. In one large handsome building.

Boys: taught by master lately appointed, in eight classes, arranged on a peculiar system; eight parallel desks, four on each side of the room.

The discipline is improved, but not perfect.

The boys are intelligent; many write good abstracts. Several advanced to Practice, &c. Geography, grammar, and subjects of general information. Answers on religious subjects are satisfactory.

There is a fair mixture of collective teaching; but the school requires an assistant master and additional apparatus.

Girls: six classes; the mistress assisted by an intelligent pupil teacher, who receives 10*l.* per annum from the London Diocesan Board of Education.

The discipline of this school is remarkably good.

Reading well taught. Ciphering deficient. Writing on paper neat, on slates much improved. The religious teaching sound and practical.

Infants: extremely well managed by a respectable and well-informed mistress, but in a room far too small for their accommodation.

Soho, St. Anne's, 8th December.—Two charity schools in one large building. 84 boys, 40 girls. Governed by committee.

Boys: master, with assistant, a young man regularly trained by National Society. Five classes. School-room well arranged, with parallel desks.

The discipline appears to be nearly perfect; boys quiet and very attentive.

The instruction is very much improved since last year, especially in writing from memory and in arithmetic and reading. A further improvement may be expected.

Girls: mistress, with assistant. The instruction is satisfactory, especially in religion.

Tottenham, 16th December.—54 boys. A handsome building; large school-room, good apartments for master, and garden. Discipline somewhat improved. The religious instruction is good. Ciphering well taught. Little progress in other subjects.

BEDFORDSHIRE.

Blunham, 3rd February.—61 boys, 20 girls, 40 infants.

Boys: Boys taught by master in three classes; six boys 12 years old. Read very well. Ciphering taught fairly. The catechism is not repeated distinctly, but due attention seems to have been paid to religious subjects.

Girls: 1. Two classes.

Read with tolerable ease; spell decently, and repeat the catechism correctly, but want more instruction and information in all subjects. Ciphering has been neglected.

Infants: in good order; pains have been taken to teach them to read; some boys between 5 and 6 read the New Testament pretty well.

It is probable that these schools will be henceforward conducted upon a more efficient system, under the superintendence of the rector.

Colmworth, 30th January.—18 boys and 10 girls. Conducted by master, in three classes. Two boys above 11 years.

Order not at all good. Reading has been taught with some success; 12 read New Testament with ease. Writing on slates very fair, on paper good. Arithmetic well taught. The understanding of the children has, however, been sadly neglected by the master; they are all ignorant of scriptural history, especially the lower classes.

Master has taken pains to make the children work; he seems to have no idea of teaching, of giving information, or drawing out the mind.

Eaton Bray, 6th February. See Minutes for 1844, p. 173.—25 boys, 12 girls. Two handsome, lofty, and well-arranged rooms, built upon a plan supplied by the vicar. Schools conducted by master and mistress respectively. Five girls and seven boys are more than 12 years old.

Order good, and manners very pleasing in both schools.

The instruction is sound and practical. All the girls read, most of them very well. Both girls and boys write unusually well, considering the circumstances of the school. Arithmetic is well advanced; the religious instruction is extremely good.

Both teachers deserve great praise.

Keysoe, 30th January.—31 boys and 22 girls. A good village school, conducted by a mistress, in five classes. Two boys 8, one girl above 11 years old. In the fourth class, 11 are between 3 and 4 years.

Order satisfactory. Reading is taught with ease and success, especially in the lower classes. Writing on slates tolerably good. Ciphering requires more care. Catechetical teaching, including scriptural knowledge, has not received sufficient attention in the upper part of the school.

Riseley, 29th January.—34 boys, 9 girls. Good school-building, and well situate. Arranged with desks against the wall. Well warmed and airy. Sufficient apparatus.

Boys behaved very well. Five read very well; 16 read New Testament. Spelling is decent; geography well taught to a few boys. History of England and grammar have been attempted.

The master trained at Northampton; a well-informed man, and probably a good teacher.

N.B. Owing to the absence of the clergyman, my visit was not

expected; the attendance was very thin, and the examination insufficient to do full justice to the master. Of the girls' school, I could learn very little. It is stated that the parents are indifferent to the children's instruction, and encourage them in irregularity of attendance. 10 boys are private pupils, paying from 5*s*. to 10*s*. quarterly.

Stotfold, 18th February.—Girls and infants, 59 present. 80 total. Instructed in a large, very handsome school-building, by mistress, partly on the infant-school system. 6 girls are above 12, but had received no instruction previous to the opening of the school in 1844. Two-thirds of the other children are between 5 and 9 years, the remainder under 5. It is difficult to conduct such a school upon an efficient system.

The order is very imperfect.

Reading is taught with some success; catechism and hymns are repeated; in all other points the children have made but very little progress.

Mistress was but seven weeks at Westminster; she stands in need of more training.

Turvey, 28th January.—52 boys. Arranged in two classes, taught almost entirely by master.

Reading improved; two-thirds read New Testament; not very distinctly. Writing good; 26 in books; from dictation much improved; good spelling. Geography well-taught; grammar begun. Arithmetic has been neglected. Religious instruction very satisfactory; all learn prayers and hymns.

The master has paid attention to suggestion, and improved his school.

40 infants. This school would be much improved by an organizing master. The room is handsome, and might be well arranged. Children lively, and evidently fond of school.

No girls' school can be kept up here; from 7 years old all are employed in lace-making.

Westoning, 7th February. See Minutes, 1844, p. 173.—40 boys, 13 girls. Boys taught by master, who receives instruction from the vicar; five boys above 12 years. The girls' school will be placed upon a different footing. This school is intended to educate the children in four parishes.

The instruction is remarkably good; 19 read History of England with fluency; arithmetic is well taught to Practice. The writing on paper, and from dictation, is excellent, and the answers on all religious subjects showed intelligence and familiarity with Holy Scriptures.

There is great difficulty in raising funds to maintain the school.

CAMBRIDGESHIRE.

Barton, 10th March.—54 boys and girls. 94 total. Conducted by master, mistress, and four monitors, in six classes. Ages from 3 to 13. The school has been two years at work.

The children read very accurately; repeat catechism distinctly; seven can write it from memory very well. A large proportion of the school

write neatly on slates. The instruction is too mechanical, but great and constant pains must have been bestowed upon the school.

Bottisham, 11th March.—Boys, 50; girls, 97. Two good schools, efficiently conducted by master and mistress, under superintendence of clergyman.

Cambridge.—There are now in the town of Cambridge and the adjoining village of Barnwell two schools for boys, three for girls, and three for infants, which are under inspection. There is also one other large school for boys. An account was given last year of six of these schools. The new schools are extremely well built and arranged, and conducted very efficiently by a master and mistress, under the superintendence of the Rev. C. Perry. A complete account of the instruction, &c., will be given next year. The partial examination on the 3rd of December was very satisfactory.

Conington, 26th February.—14 boys, 16 girls between 4 and 13 years old. Average attendance in winter 28, in summer 21. Conducted by mistress, who is kind to the children and attentive to her duty. They read very fairly, write tolerably, have little idea of numbers. More questioning required on religious subjects.

Over, 25th February.—100 boys and girls. School-building handsome and well arranged.

A remarkable effect has been produced upon the demeanour of the children, considering that the school has been established but two years.

Reading is taught in good time and with success. Penmanship unusually good; writing on slates fair. Ciphering backward. Geography well taught. Chanting and music very good. Scriptural knowledge very satisfactory.

Methods of the Chichester school, in which both master and mistress were trained. They are persons of superior manners, intelligent and zealous.

Swaffham Bulbeck, 11th March.—98 boys and girls. Attendance varies, according to season, from 53 to 100. Age from 4½ to 14. Instructed by master in one room, with mistress for needlework.

Discipline requires more attention. Instruction is not advanced in the lower classes. Penmanship is good; slate, spelling, &c., very decent. Arithmetic well taught; some boys advanced to Practice, one to Fractions.

The master is respectable and intelligent, but not sufficiently trained.

The form of the room is inconvenient; the site hardly admits a better arrangement.

Swavesey, 24th February.—Girls, 40 present. Boys, 52. The attendance irregular; of 75 girls on the books, about 20 attend in September and 40 in December. Of 86 boys, 50 is the average attendance. In both schools the ages vary from 3 to 4 to 14 years. The two schools are conducted by a master and mistress in well-arranged rooms, separated by partition, fitted up with parallel desks on a graduated stage; well supplied with black boards, &c. Dimensions, 69 × 19 × 11 ft. to wall plate, with open roof.

Both schools appear to be in good order. The instruction is very good under the circumstances; reading, writing, and spelling are well

taught. Arithmetic not so good. The boys have made some progress in geography and grammar. Intelligent and satisfactory answers on Scriptural subjects.

Master industrious, rather deficient in system. Mistress is a very good teacher, and gives an excellent tone to the school.

Toft with Caldecote, 10th March.—54 boys and girls present, 78 on the books. Conducted by mistress in four classes. Five are between 11 and 13; others from 4 to 11 years.

The school is in very good order, and well managed. More than half the school can read in books, from easy narratives to Mrs. Trimmer's Abridgment. They repeat the catechism accurately, and understand it. Write on slates, and are fairly advanced in ciphering. The mistress has shown considerable ability and industry in the management and instruction of the children.

The school-room is much too small and not well ventilated.

ESSEX.

Arkesden, 3rd December.—New school; 51 girls, 5 boys. A handsome, commodious, and well-situate building, with apartments for mistress. Cost 315*l.* Income about 40*l.*

Four classes; mistress and monitors. The instruction is very good in all elementary, and especially in religious, subjects. The mistress possesses thorough control over the children, is intelligent, and zealous.

Barkingside, 24th October.—44 boys, 53 girls. Same teachers. Boys all under 10 years old. The master has taken great pains, and succeeded in elementary subjects. The girls are well instructed by a mistress trained at Whitelands.

Billericay, 15th October.—63 boys, 74 girls. Same master and mistress. Boys, five classes, all under 11 years old. In good order; elementary subjects extremely well taught; remarkably good religious instruction. The girls' school is in fair order.

A house for teachers much wanted. Ventilation defective. Grant for apparatus recommended.

Brentwood, 9th October.—118 boys, 42 girls present. Same master and arrangements. An excellent boys' school, both for discipline and instruction. The average age of the boys is lower than last year. The girls are young, and the instruction is not satisfactory.

Brightlingsea, 4th November.—18 children present. On my former visit I found two schools; the boys' school is now closed, and the mistress uses the school-room as an apartment. The instruction of the 18 children in the girls' school is utterly inefficient. None can read easy sentences without mistakes, or answer simple questions on the commonest subjects.

Population of Brightlingsea, 2055. See Clergy List.

Bures, 3rd November.—80 boys, 41 girls, 97 infants. Boys and girls under the same master and mistress. The manners and appearance of children much improved. Reading more distinct and correct than

last year. Considerable progress in writing on paper and slates. Still deficient in general information and intelligent answering.

The infant school, built last year, is very neat and well arranged; it is well conducted by a young mistress.

The expenditure of these schools exceeds the income by about 30*l.*, although the salaries of the three teachers and of the monitors altogether amount only to 50*l.*

Childerditch, 16th October.—A very handsome and well-arranged school-house. 30 children, from 3 to 12 years old. The order very good, and the instruction in all subjects is remarkably efficient. I know no school in which so much has been effected in so short a time. The mistress teaches under the very active superintendence of the rector's lady.

Clavering, 3rd December.—New school: 42 girls; no boys. Two school-rooms, each 25 × 16 × 15 feet. A plain, neat building, but with no yard or outlet. Cost 310*l.* The school is in excellent order, and the mistress has taken very great and successful pains to instruct the girls in all elementary subjects, excepting perhaps ciphering.

Coggleshall, 7th October.—52 boys, 94 girls and infants. Two large school-rooms.

Boys: master, with monitors. In tolerably good order. Limited instruction, excepting in religious subjects. Boys attend church twice on Wednesday and Fridays, also on saints' day.

Girls and infants: school has suffered from change of teachers.

These schools are very small for the population.

Colchester, 8th October.—Girls, 73; infants 120; attached to St. Peter's church. Same teachers as last year. The mistress has taken pains, and somewhat improved the girls' school. The infant school is well conducted by master and young woman. Good simultaneous teaching.

Cold Norton, 13th October.—35 children present. Same mistress; a neat village school, in good order, receiving simple but useful instruction. The boys under 8 years old, the girls under 13. Average attendance 40, from a population of 240.

Elmdon, 12th March.—35 boys, 38 girls. Separate schools conducted by master and mistress. A very handsome and well-arranged building, fitted up with parallel desks, well supplied with apparatus.

The school has been at work but three months. The children appear to be advancing. Some between 5 and 6 have learned to read, repeat Multiplication Table, &c., to 6 × 6 since the school was opened. Catechism seems to be well taught.

Earles Colne, 27th October.—105 children. Same mistress. This handsome, commodious, and admirably conducted school was built and is maintained entirely by Mrs. Gee. The mistress, with one assistant, conducts the instruction on a mixed system of simultaneous and individual teaching, without the aid of monitors. The results of this innovation are exceedingly satisfactory. The children learn to read in good time, and are well advanced in all subjects, especially in the knowledge of Holy Scripture.

Great Maplestead, 8th November.—This school is conducted on exactly the same principles, with equally satisfactory results, as that

already described at Earls Colne, together with a small school at Grimstead. They are both maintained by Mrs. Gee.

Great Warley, 16th October.—42 boys and girls present. Same mistress. School in excellent order; instruction conducted with care, but very limited; religious teaching quite satisfactory.

Halstead, 22nd October.—29 boys, 25 girls. Site, quarter of an acre. Handsome building, near the new church. School room, 50 × 22 × 18½ feet; class-room, 15¾ × 13¾ × 13½ feet. Parallel desks; room handsome, but noisy and rather dark.

The progress of the school is not very satisfactory; it began with 47 children in February.

The instruction will probably be efficient; a good commencement has been made in most subjects.

The expenses of this school are far greater than the income.

Hatfield Broad Oaks.—32 boys, 56 girls, between 7 and 13 years. Girls remain about one year later in school. Separate schools conducted by master and mistress. Rooms large and convenient, formerly the Townhall.

Very strict discipline in both schools. Reading not well advanced in boys' school. Girls read very decently. Ciphering defective in both schools. Spelling not good. The minds of the children generally seem to be in a dormant state.

The master is a respectable man, who has not been long in the school. The mistress seems to be diligent, honest, and respectable.

High Beech, 14th March.—29 boys and girls between 4 and 15 years old. Conducted by mistress sent for a time from National Society. School-room well supplied with apparatus.

The instruction is very good in this school, but has somewhat suffered owing to frequent changes of teachers. They read History of England, write well on paper and slates, work higher rules in arithmetic, and receive good religious instruction.

Hutton, 14th October —36 boys, 36 girls present. A good school, improving under the same master and mistress. Manners and appearance of children very pleasing. Reading well taught; writing very fair; ciphering imperfect; religious teaching practical and satisfactory.

Little Hallingbury, 13th March.—Total 75. 53 present, boys and girls, from 3 to 12 years old. Two boys above 10. Conducted by mistress, with young assistant; in nine classes.

Twenty-six read New Testament. Repeat hymns, prophecies and texts. Spell very well. Cipher decently. Write well on paper, fairly on slates. Beginning at four years, children learn to read easy sentences in one year, the Bible in three years.

Methods partly for an infant school, a good system.

The mistress is a very respectable, well-educated, and conscientious woman. Children are intelligent, and attached to the mistress.

Sible Hedingham, 29th October.—76 boys, 47 girls. Same teachers, master and mistress. Order much improved. Reading is well taught in both schools; writing still better, on paper and from dictation. Ciphering-books very neat. Religious teaching sound and practical. The registration is extremely good.

Tendring, 5th November.—52 boys and girls. Same mistress. Order improved. instruction moderately good.

Wethersfield, 30th October.—43 boys, 50 girls. Same teachers.

Boys: in tolerably good order. The instruction in all subjects is insufficient. The instruction of girls is extremely deficient in all points.

Wickes, 5th November.—47 children. A neat, well-arranged building. Cost 260*l.* Children taught in four classes, by mistress, with monitors. The order is remarkably good, and very satisfactory progress has been made in all the usual subjects.

The funds for building and maintaining this school have been raised by the great exertions of the clergyman.

Witham, 6th October.—Three schools; a handsome, well-arranged building, with good playground. The master is about to leave the boys' school. The girls in good order, with limited instruction. The infant schoolmistress appointed in October. Report upon schools will be of more importance next year.

HUNTINGDONSHIRE.

Abbot's Ripton, 12th February. Boys and girls 30, between 5 and 12 years. Conducted by mistress. Discipline unusually good.

Young children learn to read easy sentences in 6 or 10 months; the elder children do not read proportionably well. The pronunciation of the children is defective. Arithmetic is fairly taught; writing on slates requires more attention; the religious instruction is good; hymns, texts, &c., well learned.

Mistress a respectable woman who has done her work conscientiously, and with a fair degree of success.

Alconbury, 11th February.—58 boys, 48 girls and infants. Conducted in two rooms by mistress with assistant. Neat and commodious school-rooms. Seven of the girls are 13 years old. All the boys under 11.

Appear to be in extremely good order. The instruction is very good. The younger children are taught with success upon the infant-school system, learning to read in less time than usual. The reading and religious instruction both very satisfactory.

Broughton.—Boys 21, girls 39. Conducted in one room, in five classes, by master and his wife. Two boys and five girls above 12, the others between 5 and 12. A handsome well-arranged school-room.

Discipline apparently very good. The fifth and fourth classes are well instructed in elementary subjects. The children of the third class, who have been about one year in school, read easy parts of the Bible with fluency, repeat the catechism, and have learned to write. 47 write on slates, 34 on paper, both remarkably well. I consider this school to be one of the best which have come under my observation in the agricultural districts. The articulation of the children, however, requires attention, and there should be more questioning in arithmetic. A few maps also are wanted.

The master is an energetic, well-informed, and able teacher.

Conington, 3rd March.—35 children (owing to a heavy fall of snow, 19 only present); instructed by a mistress in a neat and well-built school. The children read very well, write decently, work sums to Multiplication, and receive good practical instruction in religious subjects. The mistress has taken great pains.

Farcet, 3rd March.—11 boys, 3 of whom pay for their instruction. An endowed school, 25*l.*, with house and large garden. School-room 16 × 9 × 7 feet. There is no appearance of discipline; books and room in great disorder. Four boys read the Bible rapidly and incorrectly, have little or no knowledge of scriptural history, nor do they understand what they read. Two have writing books, one very dirty, both full of mistakes. The copies set by the master have these words 'maninge,' 'accommendations.' Writing on slates equally bad; no progress has been made in ciphering. The master has had no training. The population of Farcet with Stanground amounts to 1300.

Great Stukely, 5th March.—26 girls, 16 boys, between 5 and 12 years. School has been open but eight weeks. Conducted in three classes by mistress. Several children came from a good school in the neighbourhood. 22 read very decently, 5 knew Multiplication Table, 11 write on slates, 9 on paper; some have great knowledge of Scripture. The mistress is likely to succeed in the management and instruction of children.

This school and that at King's Ripton were visited at the request of the clergyman. He has incurred heavy expenses in establishing them, and will find great difficulty in keeping them open. The buildings are good and handsome.

King's Ripton, 21st February.—37 children between 2 and 12 years old. The school opened in December, 1844. Conducted by mistress in four classes. The village is exceedingly poor, with a population of 230. The children have received but little instruction; 4 can write their names, 14 read easy narratives. The report of next year will give an account of the working of the school.

Old Weston, 20th February.—28 boys and girls, 40 infants. Instructed by mistress. Four girls between 12 and 14. The others ranged from 2 to 11 years.

The discipline appears to be good. The infants do not learn much, but are not neglected.

The instuction is limited to elementary subjects in the two upper classes. Ciphering, spelling, and writing are very imperfect. Due attention has been paid to religious instruction.

The young mistress takes pains, and seems not to be deficient in ability, but without an assistant it seems unlikely that she can instruct infants and elder children in the same room.

Sawtry, 11th February.—40 boys, 46 girls. Conducted by same master and mistress. The girls' school is not in a satisfactory state of improvement. On 28th February I attended, but was unable to examine the boys' school.

St. Neot's, 14th and 19th February.—48 girls, 87 infants. Instructed in two handsome and convenient rooms respectively by a mistress. Four girls are 13 years old.

The manners of the girls are very pleasing, and the school is in excellent order.

All read the New Testament with more or less ease. Penmanship is neat; 20 copy-books; writing on slates requires more attention. Ciphering imperfect. Religious instruction is very satisfactory. The monitors are improved since last year. The instruction may be extended with great benefit to the school. There is a deficiency of apparatus.

The infant school is conducted in a very efficient manner by an intelligent and able mistress. The children are older than usual in infant schools, 30 between 7 and 9. A handsome room, with gallery well lighted and ventilated.

Thirty read New Testament with ease; write well on paper and slates; work compound rules in arithmetic. The instruction in natural history, general subjects of information, is good. A competent knowledge of the Scriptures, and sound practical religious teaching.

With more apparatus, an assistant teacher, and some modification of arrangements, &c., this might be made a model school for the neighbourhood.

There is an endowed boys' school in the town.

Steeple Gidding, 27th February.—17 girls, 12 boys, between 5 and 11 years, instructed by mistress in a well-built and pretty school-house, dimensions 18 × 12 × 9 feet. They appear to be in excellent order; read the Bible with ease, but with a singular accent, and receive excellent instruction in religious subjects from a clergyman. 9 write on paper, 12 can write name on slates. Spelling and arithmetic require more attention. The mistress, a respectable dame, who has taken great pains.

Upton, 5th March.—54 boys and girls between 5 and 12 years. Conducted on national system in three classes by mistress from Home and Colonial School. The children behave well, are interested in their work; read well (30 New Testament); write fairly; are deficient in arithmetic, and have sound religious instruction. This school is supported by J. M. Heathcote, Esq., Conington Castle.

Warboys, 10th and 21st February.—Three schools, 38 boys, 36 girls, and 40 infants. The school is under the exclusive control of the rector who defrays the expenses; it is conducted by a master, his wife, and by an infant school-mistress.

The instruction in the boys' school is moderately good—a fair proportion of readers. 14 write on paper. Both penmanship and writing on slates, including spelling, require far more attention. Arithmetic to Addition of Money. Numeration imperfect. The religious instruction appears to be good. The girls' school is in a tolerable state of efficiency. The young infant school-mistress seems to be well trained, and likely to succeed in the management of children. Her father is master of a large infant school at Cambridge.

At the request of the rector, several suggestions were made to the teachers; but this is a case in which the visit of an organizing master would seem to be requisite.

Wistow, 10th and 21st February.—37 boys, 43 girls. The average attendance, in summer, 40; in winter, 75. All the children above 8 years

are in the fields from March to October. Conducted by master and mistress in one room, but in separate classes. Girls from 6 to 11 years; boys under 10 years, excepting one who is above 12.

Girls: reading taught fairly; 32 read New Testament. Catechism repeated by all, not distinctly. Religious instruction good and practical. Writing on slates begun.

Boys: read very imperfectly; 3 or 4 with some ease, but little intelligence; are altogether very backward.

This school requires a change of teachers or of system: great pains have been taken by the rector, who bears the chief part of the expense.

Woodhurst, 13th February.—27 boys, 23 girls. Conducted by mistress trained at Home and Colonial Establishment. With the exception of four monitors, all are between three and eight years. Children in good order, behave well.

Learn to read the New Testament pretty well in one year, entering at six years old; 9 write in books without lines; ciphering only taught to those who pay 2*d.* a-week, and to them imperfectly. Mistress teaches upon the infant-school system, is intelligent and takes pains. The slate roof not in thorough repair. Stove not in good order. A cottage for the mistress is in contemplation.

NORFOLK.

Barnham Broome, 8th July.—33 boys, 34 girls. Handsome well-arranged school; well situated; good playground; abundant apparatus. School kept in good order and efficiency, by constant superintendence of the Hon. Mrs. A. Wodehouse. The late master, who neglected the children, has been replaced by a young man from the Home and Colonial Society. The instruction is good, especially in religious subjects.

Berghapton, 7th August.—136 boys and girls.

A very handsome, spacious, well-arranged school-house, with gallery for 60, and parallel desks; dimensions 60 × 20 × 18 feet, with recess 12 × 11 × 18 feet; apartments for a family; teacher lives in the rector's house. Conducted, under active superintendence of clergyman, by a well-trained and very skilful mistress; manners of children pleasing, cheerful, and attentive. Secular instruction includes geography, History of England, miscellaneous reading-books, of which good use is made; 25 write on paper. Satisfactory progress in most subjects; the religious instruction peculiarly effective, extensive, and practical.

Blakeney, 17th July.—Invited inspection. 82 boys, 60 girls present; 40 infants. In separate schools. School buildings handsome, commodious, well situate; erected at the expense of Lord Calthorpe.

Boys between 7 and 14, about two years older than in good London schools; six classes, taught by master. Discipline good, capable of improvement. Large proportion of good readers. Spelling very fair. Writing from dictation good. Penmanship beautiful; 40 good copy-books. Ciphering to Practice very good in upper classes. Religious instruction quite satisfactory.

Girls not in so efficient a state, want order and systematic instruction Infants not examined.

Brisley, 2nd July.—Handsome new school, not examined. It appears to be a good and well-conducted school.

Briston, 16th July.—98 boys and girls. A district school for Briston, Milton Constable, and Thurning. Governed by trustees. Conducted by master and mistress, in four classes, on National system. Good supply of apparatus, desks not convenient.

Children in moderately good order. Not much progress yet made in teaching; 17 learning to read, 27 beginning to read, 15 read decently, 33 New Testament. Fair penmanship; little ciphering; catechism taught with care.

Master trained at Norwich.

Chedgrave, 6th August.—55 children, from 4 to 11 years old; instructed by young woman, well trained at Norwich, and by her mother. Satisfactory progress, especially in religious knowledge.

Denton, 18th August.—58 boys and girls; average attendance; 90 present, including Sunday-school teachers. Handsome school-house, well situate. A valuable school, carefully superintended. Absences very numerous in summer. Instruction satisfactory. Writing on slates improved. Sound religious instruction.

Downham Market, 23rd June.—Two lofty handsome rooms, excellent situation.

Discipline requires more care and firmness. Instruction insufficient in both schools; reading not good; writing on slates improved, 3 write good abstracts. Penmanship not good nor careful; ciphering imperfect; geography lately introduced; due attention paid to religious teaching.

The subscribers appear to take great interest in the school; but the funds are very low, and, owing to various causes, the school has been thinly attended.

Earl Framingham, 30th July.—36 boys, 36 girls. District school for five parishes, with population 1300. Total income 38*l.*, 25*l.* subscriptions. Bad brick flooring.

One school, conducted by master and mistress. Improved order. Reading (Third Book) improved; ciphering to Proportion; good and improved spelling, dictation, &c.; religious teaching good. Great pains have been taken by master and the curate.

East Dereham, 7th and 11th July.—100 boys, 80 girls. Handsome building, conveniently situated, moderately well arranged. Two schools, conducted by master and mistress. Order improved in both schools. Boys are good arithmeticians; write good abstracts, and are intellgent. Girls have made remarkable progress in writing from dictation, and abstracts; are improved in ciphering, and answer intelligently, and with propriety on religious subjects. Excellent needlework. Want easy secular reading books.

East Winch, 27th June.—52 children of both sexes. A neat well-arranged building near the parsonage and church. Same mistress: good order; good reading; fair spelling; excellent religious instruction; large portions of Scripture learned by heart.

Gorleston, 1st December.—Boys 86, girls 70, infants 50. Three handsome, well arranged rooms; superintended by committee.

Boys: six classes. Master with monitor. Boys cheerful; in tolerable order. Read fairly. (47 a large proportion.) Arithmetic well taught to Practice and Fractions. Writing neat and good. Geography and grammar. Religious instruction sound and practical.

Girls: four classes. Mistress and monitor. 15 girls between 12 and 14 years. Manner pleasing, good order. Reading is well taught. Writing moderate. 12 good attempts at abstract. Ciphering imperfect. Excellent religious instruction, practical and extensive.

Mistress zealous and intelligent.

Infants: not in a satisfactory condition.

Holme with Runcton, 30th June.—80 boys and girls. Handsome and well situated building. Children behave well, quiet and attentive. Penmanship good; reading and spelling improved.

Instruction too mechanical. The master labours under distressing infirmities. School carefully superintended by the rector.

Holt, 18th July.—49 boys, 67 girls. Two good rooms, handsome school-house, well situated. Master and mistress lately appointed. Discipline not perfect. Number of readers increased; spelling improved; ciphering requires attention; penmanship may be improved; good instruction in Scripture, catechism, &c., in the highest and youngest classes. Master deficient in system, has educated his own children very well.

Marham, 25th June.—No change. Neat and convenient building, well situated. The order not satisfactory. Little progress in elementary subjects. Master a respectable well-informed man.

Morningthorpe with Tritton, 4th August.—61 children present; a good school-room; parallel desks; conducted by mistress; writing on paper and slates much improved; ciphering better taught; reading good, distinct, and intelligent in easy books; unusually good religious instruction; order may be improved.

Norwich.—District school for four parishes. 115 boys. Large girls' school not examined. School situate in a narrow court; boys' school-room, long, narrow, well lighted, tolerably neat, with little apparatus, and deficient supply of books. Conducted by master and monitor, in five classes. Boys very young, 3 above 12. Attendance rather good, 102 present. Discipline improved, but too much noise. The elder boys, who have been about four years in school, read, write, and spell very well. Cannot write abstracts. Arithmetic to Rule of Three, very fair; no mental arithmetic. The second class getting on fairly, the younger children imperfectly taught.

The master, a respectable and diligent man, is in need of an assistant teacher, good apparatus, books, and some change of method.

Expenses of the two schools about 160*l.*, leaving a debt of 20*l.* to treasurer. Funds raised with great difficulty. The property not secured to trustees.

Norwich, St. Augustine's Gate, 21st and 22nd July.—80 boys, 60 girls, 140 infants. Built and maintained by W. Geary, Esq. See Minutes for 1844. The boys are well instructed in usual subjects by an

able and intelligent teacher. The girls are considerably improved since last year. Writing on paper introduced. From dictation now satisfactory; written abstracts kept, to be compared with next year's work. Good infant school.

This school is regularly visited by a committee of ladies. The establishment is not attached to the parish church, and is much in need of clerical superintendence.

Pockthorpe in suburbs of Norwich, 25th July.—54 boys, 40 girls. Population of district 1400. School handsome, well lighted, warmed, and aired. Children very young, nearly all under 10 years, instructed in one room, but in separate classes, by a young man, and younger mistress. Children behaved very well during examination. Elder children have acquired some useful religious knowledge, learned to read, made fair progress in ciphering, not much in other subjects.

Master's salary very small; has received little training; with due care he may become a good teacher.

Rockland, 6th August.—24 boys, 33 girls; boys under 11, girls under 14 years old. Mistress receives 8*l.* per annum, keeps the school in order, teaches the children to read well, cipher decently, write and spell well on slates, and to know the Scriptures, of which they can repeat large portions.

Salthouse, 24th July.—88 children present, from 4 to 13 years old. Population 644, in which 120 children are between 4 and 13 years, girls, and 4 and 11 years, boys.

A handsome and very well-arranged school, conducted by mistress, in classes seated at parallel desks. Tolerably good order; the instruction appears to be satisfactory, but much progress could not be expected in the short time since the opening of the school.

Southery, 24th June.—Boys, girls, and infants. School well built and arranged. Conducted at this time in a slovenly inefficient manner by master, engaged in the incongruous occupations of butcher, innkeeper, and village schoolmaster; another teacher has since been appointed.

Terrington St. Clements, 26th June.—82 boys, 82 girls. The girls' school is an addition to the original building, and is alone liable to inspection. The boys will be inspected by invitation. The room is tolerably convenient. Girls much older than usual, a large proportion between 12 and 16. In good order. Instruction elementary; not very efficient, but improving. Mistress young, but well trained; will probably have a good school, for which there are excellent materials.

Thorpe, 29th July.—Infants: boys and girls, 81. A neat building, with apartment for teacher.

Children from 2 to 13, instructed by a young woman trained at Norwich; order pretty good; 21 children are fairly advanced in elementary subjects, writing, spelling, &c.; middle division, between 5 and 8 years old, satisfactory; system for infants imperfect.

Another school-room is required, and an assistant teacher; larger subscriptions; library for teachers.

Watton, 10th July.—The master has taken great pains, and the school is much improved.

West Walton, 26th June.—A very handsome well-arranged school, with parallel desks, conducted by mistress under superintendence o

clergyman, who gave the site, a portion of glebe near the rectory, and bears nearly all the expense. Children well trained in singing and bodily exercise. Good progress has been made in reading, fair in writing, unusually good in music. Well-arranged system of Biblical instruction.

Wiggenhall, St. Mary Magdalen, 25th June. 11 boys, 21 girls. Handsome building, well placed; conveniently arranged; two good school-rooms, and apartments for teachers. I have visited the school twice, but have not been met by trustees.

The indifference of the farmers, and the frequent change of teachers, may partly account for the thin attendance of the children, and general inefficiency of the school.

Worstead, 1st August.—Built 1845; a handsome school, well situate, extremely well arranged.

90 boys, 70 girls, from population of 850; many between 12 and 15 years old, whose parents are in easy circumstances. School-room with partition, does not diminish noise; each room furnished with parallel desks.

The school opened in April; none previously existing; order already good, and likely to improve. Penmanship well taught. In all subjects sufficient has been done to justify the expectation that this will be a thoroughly efficient school. Master trained at Norwich.

Yarmouth, 2nd December.—Two charity schools, endowed, and managed by committees.

1. In the market-place. 50 girls and 100 boys.

Boys: good school room 32 × 28 × 12 feet. Stone flooring. Master and four monitors. Lancasterian arrangement of desks. Boys very quiet and obedient. The instruction is limited to religious and elementary subjects. Due pains have been taken; more liveliness and a greater variety of information will make this an efficient school.

Girls: very neat, and in excellent order. Read with ease in the Bible. Writing and ciphering imperfect. Satisfactory religious instruction.

2. Large schools, called the Hospital Schools. 165 boys, 60 girls; governed by trustees. Visited by the clergy.

Boys: master and 16 monitors. Mixed system, national and sessional. A very hasty examination of this and the girls' school convinced me that, with additional teachers and more apparatus, both may become efficient and valuable institutions.

Yaxham, 1st July.—43 boys, 34 girls; 13 from other parishes, leaving 64 from population of 450. A good building. Master and mistress keep school in good order. Large proportion of readers, 43 read the New Testament. Writing neat and good; spelling fair; ciphering not sufficient. Sound religious teaching.

SUFFOLK.

Brandon, 19th June.—124 boys and girls. Two school-rooms; but, owing to illness of the mistress, all the children are instructed by master. The attendance very bad, 67 present; instruction elementary, and not efficient; the younger children are backward in reading; the elder read and spell imperfectly, do not cipher well, and have made little progress in any subject.

The arrangements of the school-building are very defective.

Bungay, 19th August.—84 boys, 51 girls, 80 infants: four school-rooms, in a handsome building, with large yard, open and dry site; brick flooring bad in two rooms; arrangement may be much improved.

Boys: average age in first class 8 years 3 months, from 6 to 14 years old; extremely irregular in attendance, 13 in first class of 30 having been absent from 50 to 120 days m six months, the other classes about the same proportion. The parents are very poor, and take them away for the most trifling employment, such as picking up dung.

The school has been efficiently conducted by the late and present master; good order; reading correct and easy, with provincial accent; penmanship requires care; good dictation and abstracts on slates; ciphering to Proportion and Practice, well taught, mental ditto; grammar imperfect; geography well taught; answers on catechism and Scripture intelligent and satisfactory. Master trained at Westminster; young, active, and well informed.

Girls: attendance equally irregular; good order; instruction not sufficient; reading backward, spelling ditto, but improved; penmanship neat; practical and sound religious teaching, but not enough knowledge of Scripture.

Registration in both these schools perfect; the name, age, time in school, attendance, and absence of every child was drawn out, and guided me in examining the school.

Infant school well conducted; first class, from 5½ to 7 years old, superior to first class of girls in reading, spelling, and intelligence. A grant of apparatus recommended.

Bury St. Edmund's, 18th June.—168 boys, 103 girls. Large infant school, not examined. Separate buildings, in different quarters. Schools governed by a general committee.

Boys: a large room of irregular form, which, with some changes of arrangement and more apparatus, may be made convenient. Seven classes, between 6 and 12 years old: first class, averaging three years in school, instructed by master and monitors on national system; good order. Reading better in lower than upper classes, comparatively; spelling not good; intelligent abstracts; ciphering elementary; geography very fair; sound religious teaching, but too dry.

A pupil teacher, more apparatus, and livelier methods, might raise this school to a very satisfactory condition.

Girls: a handsome, well situate building, and conveniently arranged. Girls between 6 and 13 years old, clothed on Sundays; five classes; mistress and assistant.

Excellent order; quiet and pleasing manners. The instruction is very imperfect, but is evidently improving under the present mistress.

Two mornings and all the afternoons are devoted to needlework, more than a fair proportion of time. Reading-books, apparatus, and some changes of method are required.

The infant school, which I visited, but did not examine, appears to be extremely well conducted. At Bury there are large endowed schools for boys of all classes, conducted, as I am informed, upon a good system.

Carleton Colville, 15th August.—73 boys and girls, 50 present. A handsome, well-situate school. Girls to 15 years old, boys to 10 (2 above 10): master seems to possess sufficient control over children. The instruction is very unsatisfactory; 16 read New Testament rapidly and incorrectly; one girl spells well, the rest very imperfectly; answers insufficient on religious subjects.

Master intelligent, respectable in manners; must have bestowed little pains upon the school.

Copdock with Washbrook, 7th November.—115 boys and girls. 63 present. Absences owing to field labour. Same master and mistress. Manner and appearance of children much improved. Reading better than last year; excellent penmanship, (28 books,) writing on slates now very fair; ciphering moderate. Religious teaching sound. The master has taken pains.

The rector proposes to have a piece of ground cultivated by the master and children.

Erwarton.— Same teacher; very thin attendance in winter, the instruction consequently does not advance. A well-built village school.

Gazeley, 12th June.—22 girls, 18 boys, between 5 and 10 years: a very pretty building: a new mistress from National Society; children neat and well behaved; about one-third read decently; improved ciphering; good religious teaching. Clergyman absent.

Harkstead.—A few very young children, carefully instructed by a mistress. The population of these two parishes does not supply a sufficient number of children to form a good school.

Hintlesham, 9th June.—48 boys, 50 girls; master and daughter, same as last year; a pretty, well-built school, with a large playground half an acre. Order very much improved; reading more distinct and better tone; copy-books (30) neat and well written; great improvement in writing memoriter. Several additional suggestions will be acted upon.

Ipswich, 6th June.—Central school visited by invitation of committee.

Boys: six classes, master and monitors. Good school-room, but brick-flooring, in bad repair. The order is good. Boys do not learn to read in good time; writing is good on paper and slates; spelling decent. In the first class the boys are between 11 and 13 years old, and have been many years in school; they are not sufficiently advanced. Upon the whole, the school is so far in an efficient state that, with better methods, more apparatus, and proper assistance, the master, who is a respectable and well-informed man, may, in a short time, make it a model for the country teachers. Total, 59; present, 39.

Girls: all under 10 years old; the most advanced read decently, spell

badly; little or no ciphering; three or four write on paper; practical religious teaching. An unsatisfactory school, conducted by a very respectable mistress.

Ipswich, St. Helen's and St. Clement's, 26th and 27th of May.—Same teachers; boys' discipline much improved; writing from dictation, good in first class, decent in second, about one-third of school, the instruction, generally, is much better and more extended; good collective lesson. The master has taken great pains to supply deficiencies, and visited the best schools in London after my last visit. Parallel desks have been set up.

Girls in better order, more quiet and attentive; remarkable improvement in writing, spelling, reading; some advance in arithmetic; religious instruction excellent in both schools.

These schools are superintended with the greatest care by the clergy and committee.

Ipswich, St. Matthew, 7th November.—170 boys and girls. 130 present. A school held provisionally in a hired house. Two rooms; master and mistrsss. Boys and girls educated together.

The instruction is good, comprehensive, and full of life; conducted by a master trained at Kesgrave, and carefully superintended by clergyman. The infant department is extremely well managed by the mistress.

Iseworth, 11th June.—No changes in organization; 50 girls, 10 boys, taught by mistress; boys under 8 years, girls to 14 years old; children orderly and attentive; reading, writing, and spelling much improved; 22 copy-books, very neat; ciphering not forward; good scriptural instruction. Mistress trained at Norwich.

Kesgrave, 29th May.—A district school for three parishes; 238 boys, girls, and infants educated together by master, mistress and monitors. Two rooms, in separate buildings, one 20×12 feet, for needlework, &c.; the principal, 45×20 feet, well lighted, warmed, and ventilated, with gallery. The buildings are handsome, and well situate, with garden and exercise ground. The expenses, amounting to near 150*l.* per annum, are defrayed by R. N. Shawe, Esq., Kesgrave Hall. School is under the superintendence of the clergyman of the parish.

Children's age from 7 to 13; boys generally leave before 11, girls 14 years of age.

The discipline is good, not so strict as usual in good national schools; the attendance is not regular, only 156 present; some children come from a great distance, and those who are occasionally employed are encouraged to come when they are able; corporal punishment not allowed.

Instruction includes grammar, geography, History of England, writing on Mulhauser's system, arithmetic to Fractions, and some general information. The understanding and faculties of the children are well developed; they write good abstracts, and are skilful arithmeticians. It is important to observe, that their knowledge of Holy Scripture far surpasses that which is usually found in schools where religious instruction is exclusive.

Much use is made of the simultaneous method. Master trained at Westminster, but formed at Kesgrave.

Lowestoft, 14th August.—Four schools: 1st. Girls, 30 present; 2nd. Boys, 87; 3rd. Boys, 70; 4th. Infants, about 80.

Girls from 7 to 16 years old, in school-room arranged on Lancasterian system; instructed by mistress; manners of girls remarkably good. The 1st division write sensible abstracts, read with fluency and intelligence, and are thoroughly well instructed in Scripture.

2nd. School 65×16×14 feet, with good supply of apparatus, and gallery. Six classes, instructed by master; instruction very satisfactory in first class; insufficient in lower classes.

3rd. Well-arranged school, with abundance of maps and apparatus; boys in perfect order; instruction in every subject, secular and religious, of the very highest character. A large proportion of these boys would become efficient pupil teachers.

4th. Infant school, remarkable for precise and beautiful discipline, apparently for instruction also.

Stratford, St. Mary, 23rd May.—A good, well-situate, and handsome village school; not improved since last year. Country masters require the stimulus of an occasional visit to a training or model school.

Southwold.—The schools were suspended at the date of visit. A good master has since been appointed on my recommendation.

Tattingstone.—40 boys and girls; a handsome, well-arranged school, with gallery and playground; children behave very well, and are carefully instructed by mistress, under active superintendence of clergyman. Children 6 years old read with ease in New Testament, and the elder boys, with one girl, are well advanced on most subjects.

Tuddenham, 27th May.—A small village school, nearly in same state as last year: the living vacant at the date of my visit.

Uggeshall, 12th August.—Boys and girls, infants; erected last year with grant; cost 480*l.*; a handsome, substantial, and well-arranged school; two rooms; with apartments for mistress, and excellent playground. Two teachers; boys and girls in three classes, others on infant system.

Remarkably good order, cheerful and attentive demeanour. Religious instruction excellent; large portions of Scripture, and many hymns, repeated accurately; tone of reading intelligent and pleasing. Penmanship good; 31 books; writing on slates requires attention. Arithmetic fairly advanced. The state of the school is highly creditable to the teacher, a young woman trained at Westminster.

Wangford, 12th August.—53 boys, 55 girls; same teachers, two good school-rooms. Children from 3 to 12; boys under 11 years old; good order, but boys require more drilling. The boys are tolerably advanced in reading, but in other points the instruction is not advanced. The girls read very decently, and are intelligent, but write, spell, and cipher imperfectly.

Westleton.—45 boys, 45 girls; same teachers. Handsome building; two good school-rooms. Order much improved; reading much better in Second and Third Book; spelling very good in boys' school; girls write a sensible account of narrative; ciphering to compound rules; want collective teaching for catechism.

A teacher's residence wanted.

Grant of apparatus made. The funds for this school supplied by a clergyman, the patron of the living.

Wickham Market, 4th June.—32 boys, 23 girls. Double school-room;

good building and site; too far from the town, but intended for the neighbouring parishes.

The boys are generally under 11 years old (4 between 11 and 13); some girls mere infants, 3 years. In the girls' school one can spell and read decently, and knows the Multiplication Table; the others have acquired little or no knowledge. No reading-books, excepting the Scripture, in boys' school; they read hastily, incorrectly, without attention to stops or sense; 10 write decently on paper, very imperfectly on slates.

The class register, the only one in use, is badly kept.

Witnesham, 6th June.—106 boys and girls. A good school, conducted by mistress and her son; built on glebe land, and exclusively maintained by the rector.

Woolverstone.—A very good village school, improved since last year, when it was in an efficient condition. The boys are under 10 years old; but are not permitted by the landlord, Archdeacon Berners, to work in the fields at so early an age as is usual.

Wrentham, 11th August,—26 boys, 22 girls, 49 infants. Handsome and convenient building. Boys and girls instructed in six separate classes by master; order improved; all read with ease in Scripture; no secular reading-books; penmanship very decent, all write in books; writing from dictation improved, but spelling still imperfect; great deficiency in answering simple and practical questions.

Infant school managed by young mistress; in same condition as last year.

The organization of this school is peculiar; the master receives the school-fees, and keeps a shop in the school-house. There are no annual accounts.

ACCOUNT OF SCHOOLS AIDED BY GRANTS FROM THE LORDS OF THE TREASURY.

Beccles, 8th August. Built 1837; grant 125*l.*; 90 boys, 91 girls; property conveyed to trustees. Two school-rooms, each 40 × 18 × 9¼ feet; arranged on old National system; in good repair, warm, airy, and well lighted; not enough apparatus.

Owing to the races, which took place this day, the attendance was thin. Discipline seems to require attention; instruction appears to be respectable in boys' school, good in the girls'; scriptural and catechetical examination satisfactory.

Many suggestions adopted by managers.

Biddenham, 29th January.—Infant school, 40. The site 23 poles. There is but one trustee, the Rev. Mr. Grimshawe. Conducted by mistress, trained in the Home and Colonial establishment.

Children are in good order, cheerful and well behaved. Ten read New Testament; 4 write their names; spelling good; arithmetic decent; very good and intelligent answers on religious subjects.

Mistress intelligent and successful in teaching.

The stove has been removed; it ought to be replaced. Admission register has been lately introduced. The site ought to be inclosed with a brick or stone wall. A porch would be a great improvement.

Biggleswade, 4th February.—90 boys, 84 girls, 137 infants. Two large school-buildings, one for boys and girls, the other for infants, in different parts of the town.

Boys: conducted by master in five classes; four parallel desks lately introduced, adapted for 32 boys. 19 boys above 12 years old: others range from 7 to 12.

The boys march in good order, and behave very well in general. The present master has introduced more drilling and other exercises than is usual in National Schools, with good effect, as it appears, on the manners of the boys.

Instruction limited in extent, but rapidly improving under the present master. Few as yet read with ease. Little progress in ciphering. Penmanship is good; proper attention given to writing on slates. The master bestows due pains upon the lower classes; was trained at Canterbury; has raised the number of boys from 40 to 90 in 14 weeks. Is zealous and intelligent. Salary 50*l.*

Girls: five classes, taught by mistress.

Manners not unpleasing, but somewhat deficient in order.

The elder girls read with ease, but rapidly and not distinctly. Writing on slates is imperfect: one writes well, two distinctly; other (24) more or less, imperfectly. This may be easily improved. Great pains have been taken with the religious instruction, and the results are satisfactory. Owing to the death of her brother, the mistress was absent.

The school is in a singular condition at present, a large number of girls previously uneducated having been lately induced to enter. This is the first girls' school of any importance which I have found in Bedfordshire.

Infants, February 18.—A large and well-arranged school, conducted, so far as I could judge, in a very efficient manner by a young mistress, on the system of the Home and Colonial Society. The order of the school appeared to be nearly perfect, and the instruction of a simple, practical, and interesting character.

Bocking, 22nd October.—55 girls. School built in 1836. 44 × 19 × 14 feet, with apartments for teacher. The rector, the Dean of Bocking, not yet in residence.

Examination postponed.

Boxted, 5th June.—Site 150 × 69 feet. Conveyed by churchwardens to the vicar and two parishioners. Not a valid tenure.

Two school-rooms 24 × 19¾ × 9 feet, and 20 × 16¾ × 9 feet. The rooms are not inconvenient, but the wall is in a bad state of repair.

In the smaller room four boys between 6 and 10 years old are nominally taught by a master.

In the larger, 47 boys and girls are taught by mistress. Good order. Instruction quite elementary. Reading taught in good time. Mistress not trained.

Entire annual expense, about 20*l.*

Brooke, 5th August.—28 boys, 34 girls, 75 infants; district school for three parishes, 1200 population. Subscriptions, 63*l.*; salaries, 70*l.* Boys and girls in one room, but separate; instructed by master; from 7 to 13 years old; attendance very irregular; in decent order. The instruction indicates great care and moderate skill in teachers; elementary subjects fairly advanced; good infant school; registration very good.

Chelmsford, 21st October.—92 girls, 114 boys, 85 infants. Three large school-rooms. Boys, and girls each 44 × 22 × 18 feet. Infants 40 × 22 × 18 feet, with good class-room, and departments for three teachers. A very handsome and commodious building. Site ¼ acre conveyed to churchwardens, granted by Lady Mildmay.

Boys: six classes, master assistant, and monitor. In excellent order. Good reading, ciphering to Practice, writing memoriter well taught. Religious teaching very satisfactory.

Girls: mistress, assistant, and monitors. Seven classes. Unusually good reading. Writing, paper and memoriter tolerably good. Geography and English history begun. Good religious instruction throughout the school.

Infants: apparent an efficient and well-managed school.

Chelsea. Trinity Church, Sloane Street, 7th and 8th May.—219 boys; 126 girls; infants. In three separate buildings. Boys in Bland's-lane, the other schools adjoining church.

Boys: two good rooms; master, assistant, and 12 paid monitors; 4*d.* and 2*d.* weekly; generally 13 years; some younger but clever boys. Average attendance 180 in six classes. 3262 boys have been educated in the school since 1814. Leave at an average age of 9¼ years; average time in school, 1 year 3¼ months.

45 boys read History of England; write fair abstracts; neat copy-books; ciphering to Practice; 6 Vulgar Fractions; grammar elementary; geography well taught. Very satisfactory knowledge of Scripture. The lower classes well advanced in reading and writing, catechetical teaching good.

The master a respectable, intelligent, and well-informed man.

Girls: from 7 to 13 years old; taught by mistress, pupil teacher, and monitor. Five classes. A lofty and convenient school-room. Girls neat and well-behaved.

With very few exceptions, the youngest girls read easy books, and write words on slates; the progress regular to first class; 38 between 10 and 13 years, averaging 2¼ years in school; read and write well; work four rules; learn grammar and geography, and are thoroughly acquainted with the Scriptures. The mistress, a respectable and well-informed teacher, was educated in the school.

The pupil teacher is in school from 9 to 5 o'clock, and lives at a considerable distance.

Infant school conducted with great efficiency, but not examined this year.

Clophill, 5th February.—Village school open three days weekly; conducted by a master. 20 or 30 boys from 5 to 10 years, attend on these days. 30 or 40 girls attend one afternoon in the week; and there is an adult evening school, attended during the winter months by 20 or 30 young men. There is an endowment of 6*l.* Lady De Grey gives 10*l.* The master receives 10*l.*

The instruction, though limited, is not unsatisfactory. 20 boys read a chapter in New Testament with tolerably ease and repeat the catechism better than usual. They write on slates, and a few on paper. Little progress in arithmetic.

It seems doubtful whether the children could be assembled for a day-school; but it is to be hoped that the attempt will be made. The population is 1056, and 200 attend the Sunday-school.

Costessey, 23rd July.—51 boys and girls, 46 infants. Two school-rooms. Conducted by master and his wife; in good order; instruction good, practical, and sufficient. Good arithmeticians; write well; read unusually well. Improved since last year, when report was very favourable.

Funds raised with great difficulty; there are two other schools, one Roman Catholic, the other in connection with the British and Foreign Society.

Cranfield, 27th January.—Property not secured.

Two school-rooms, boys and infants.

1. Eighty-nine boys taught by master in three classes, with a monitor's class. Eight boys between 11 and 12 years. Very fair order. Reading very fair, nearly one-half read the New Testament, but too fast. 30 write neatly on paper. Writing from dictation very imperfect. Geography and History of England confined to monitors. The catechism is repeated indistinctly; but religious instruction in general is satisfactory.

Master painstaking, and competent. Recommended registers; training for monitor; hints on dictation.

Infant school: thinly attended.

Girls: much to be regretted that there is no girls' school. The rector intended the upper school-room for girls, but was obliged to relinquish his purpose after 6 months' trial. Girls here all employed in lace-making.

Dagenham, 21st November.—75 boys and girls. Site given by the rector. School not examined owing to his absence.

Debenham, 28th May.—50 boys, 65 girls. School built 1834; site 19 rods, quick fence; two school-rooms, each 30 × 20 × 8 feet to wall plate.

The trust-deed not enrolled.

Building requires many alterations, it is frequently flooded; the rooms are very low, and it appears not to be in good repair.

The schools are conducted respectively by master and mistress; appear to be in good order: children very young, two girls above 11 years; instruction limited to elementary subjects. Both schools are likely to become efficient under the teachers, who were trained at Norwich.

Ditchingham, 18th August.—Site 21 × 40 yards; a large playground. School-house, stone, faced with brick; slated; in good repair; two rooms, 32 × 24 × 11 feet, and 18 × 14 × 11 feet, also a committee-room; brick-flooring; two galleries; abundant apparatus.

Trust-deed enrolled 1840: trustee, the rector.

School not examined this year.

Everton, 17th February.—41 boys and girls, between 5 and 11 years; 2 only above 12. Conducted by mistress, in 4 classes. Children in very good order, and much interested in the examination.

4th Class. From six months to one year in school, between 5 and 7 years old. Read monosyllables of three letters; count to 60; add to 5 + 3; multiply to 2 × 7; repeat Lord's Prayer.

3rd. From 6 to 9 years old. Read easy verses of New Testament; repeat half the catechism; write figures on slates.

1st and 2nd. Read New Testament with ease, but monotonously; six

write on paper, without lines, very well; spelling imperfect; arithmetical tables well learned; portions of Scripture and texts from Faith and Duty are learned, and the religious instruction is quite satisfactory.

This account shows what can be done by a respectable, painstaking woman, under proper superintendence, who has not had the advantage of special training, or of much education in early life.

Foulsham, 15th July.—38 boys, 35 girls. Two school-rooms, each 30×15×15 feet, with apartments for teachers; tolerable good building; site not properly enclosed; cost 250*l.* Trustees, rector, and churchwardens; in trust for rectors of five parishes; united population, 2031. Annual expenses of school, 28*l.*

The schools are inefficiently conducted by master and mistress; 18 boys and 13 girls present. There will shortly be a change of teachers.

Geldeston, 18th August.—No daily school; a small well-built room, joining the church; site held by faculty from bishop; no probability that a daily school will be established. A large dissenting school, and small population.

Great Massingham, 27th June.—45 boys and girls, from 7 to 15 years old. Trust-deed enrolled 1838. Glebe land conveyed to rectors of three parishes. A substantial school, 30×20×15 feet; site inclosed by oak-paling; yard in front of school.

School not examined, the rector being absent.

Great Parndon, 4th December.—38 boys and girls. A small building, without yard or offices, 16 × 20 feet. Nine-inch wall. Cost about 50*l.* Very meagre instruction. Mistress has not been trained.

Hammersmith, 18th December.—Two schools; boys 145 total, 120 present; 156 girls, and 8 infants. Built 1836, cost 400*l.* Site, part of churchyard, held by a faculty from Bishop of London.

Two school-rooms, each 40 × 20 × 11 feet to wall plates, with open roof. A substantial and commodious building. A yard for both schools.

Boys: six classes, one master; all but two boys under 10. Pay 2*d.* weekly.

8 boys read with ease. 7 write on slates decently (1 very well), 30 write easy parts of catechism, 7 work compound rules; 12 fair penmanship. The instruction confined to elementary subjects. Two classes have satisfactory religious instruction.

The master is well informed, and takes pains. With a well-trained assistant, and more efficient system, he may form a good school.

Girls: 30 girls, 126 infants, taught by mistress, with assistant. A temporary arrangement.

Harlow, Potter-street, 4th December.—School not examined, owing to absence of trustees. About 30 or 40 children are instructed in elementary subjects by a mistress upon the National system, in a small school-room near the chapel.

Harrow, 16th May.—A handsome infant school. Report deferred until next year, when other schools in this parish will be inspected.

Havering-Atte-Bower, 17th October.—Built in 1837. Property held by minister and churchwardens. 30 girls and 32 boys instructed by master and mistress. A good room 32×16×16 feet. In imperfect repair. The brick-flooring, which has been renewed once, is quite worn

out. Teachers have good apartments and large gardens. School not examined, the clergyman being unavoidably absent.

Henley, 26th May.—Small villiage school, built (1838) in the churchyard; the site held by faculty from the Bishop. No regular accounts have been kept hitherto, nor any subscriptions raised to assist the clergyman.

Forty-nine boys and girls learn to read decently and to repeat catechism, under a mistress, who has received no training, but appears to be a respectable woman, rather a sharp disciplinarian.

The building not in good repair.

Highbury Vale, 9th December.—School built in 1836; is licensed for Divine service 40 × 28 feet, with apartments for teachers. Site 100 × 28 feet.

Forty-five boys, 35 girls, instructed in separate clesses by master and mistress. In good order. Read well in the Scriptures. Penmanship very neat. Spell fairly. Not forward in arithmetic. Very good religious instruction.

Hilgay, 24th June.—29 boys, 34 girls. Two school-rooms, well-arranged, parallel desks, and sufficient apparatus. Expenses defrayed chiefly by rector, who subscribes 70*l.* per annum. Master and mistress.

Children in good order, and cheerful. The instruction appears to be improving, as yet imperfect. No monitors; master teaches the boys and girls in succession. A respectable woman for needle-work.

N.B.—The rector has established another school two miles from the village; 28 children receive sound and useful instruction under a master. A handsome school in course of erection.

Islington, St. Paul's, New Norfolk Street, 14th November.—Infant school. Site, leasehold 61 years vested in trustees by name. Site and buildings, including a chapel, formerly belonging to the Wesleyans, cost 420*l.*; infant school 168*l.* 8*s.* 10*d.* Managed by committee, conducted by mistress and assistant. 104 between 2 and 10 years old. Average attendance 70.

A spacious school-room, with gallery, good flooring and supply of apparatus. No playground.

The children improving in order; lively, intelligent, and fairly advanced.

Mistress six months in Home and Colonial Society, anxiously attentive to her work.

Islington, St. Paul's, near the Church.—143 boys total, 137 present; 97 girls total, 85 present.

Two school-rooms; built 1834. Grant 216*l.*; cost 652*l.* 4*s.* 10*d.* Tenure leasehold, on glebe belonging to vicar. Each school-room 34 × 27 × 16 feet, well lighted and commodious.

Boys: six classes, monitorial system; seven boys above 12, all others under 11 years.

Excellent order. Good instruction, including History of England, &c. Penmanship very good; 20 write good abstracts. Ciphering to Rule of Three. 42 read Bible with tolerable ease, 44 easy narratives, 57 beginners. Religious instruction sound and practical.

The lower part of the school shows that the master, an intelligent and industrious man, wants an assistant.

Girls: five classes, mistress and monitors; manners of girls very pleasing; excellent religious instruction; good reading in religious books. With some practice, will write good abstracts.

Both schools in a very satisfactory condition. There is also a large infant school, which I had not time to examine.

Islington, St. Paul's, 19th December.—143 boys, 95 girls. Built in 1843. Cost 652*l.* Tenure leasehold, on glebe belonging to the vicar. Two school-rooms, 34 × 27 × 16 feet each. Two class-rooms, 17 × 11 feet each. Well lighted and commodious rooms. Very near the church, and central.

Boys: six classes. One master. Discipline remarkably good. Instruction shows that great pains have been taken, and considerably ability displayed by master, but that additional means are required. The elder boys read History of England, work Rule of Three, and write good abstracts; below the second class little progress has been made.

Girls: a very pleasing school, well conducted by the master's wife. In bot schools the moral and religious teaching appear to have produced most satisfactory results.

Kelvedon, 18th October.—54 boys, 65 girls. Site building, with small yard. Cost 277*l.* Conveyed to 3 trustees, *ex officio*, 1838. Two neat and convenient school-rooms, 21 × 18 × 12 feet, and 21 × 16 × 12 feet. In thorough repair. Walls 9-inch.

Boys: in good order. Well instructed in reading, writing, and ciphering. Geography begun. An efficient school, on monitorial system, under a dilligent master.

Girls: on a mixed system, infant and national. The methods are good, and the result satisfactory.

Kettlebaston, 17th June.—School built in 1838; property vested in minister and churchwardens; site 19 rods: school-room 9-inch wall; brick flooring; slate roof; diam. 30 × 15½ × 12 feet; well situated on a height.

No building accounts preserved.

Thirty-two children attend daily school; school closed on account of measles.

Lavenham, 30th May.—50 boys, 50 girls; cost 294*l.* 2*s.* 6½*d.*; trustees the rector and churchwardens. School-building neat, well situate, substantial, and tolerably commodious.

Two schools separately conducted by master and mistress, each room 35 × 17 × 11 feet; children not examined: expense of school defrayed almost exclusively by rector.

Layer de la Hay, 20th October.—36 boys, 58 girls. Site 100 × 100 feet, granted by the late Lord Western to the perpetual curate and churchwardens in trust for a school.

School-room 38×17 × 14 feet. Nine-inch wall. A good building, and well situate.

Conducted by mistress, who receives no salary beside the weekly payments. 14 girls read the New Testament; 7 write on paper. The mistress takes pains, but there is a want of proper system.

Luton, 20th January.—110 boys, 123 infants, 30 girls.

The property is held by trustees, originally 9, now 7. The Marquis of Bute, the rector, and curate, and 4 gentlemen. Trust-deed enrolled 1835.

The extent of site is about 47 feet and 69 feet; there is also a playground, for which a nominal rent is paid, 1*l.* The school-rooms are well lighted, warmed, and ventilated; the wall 15 inches in thickness; covered drain.

Boys' school; conducted by master, trained at Westminster; arranged in six classes; 7 monitors between 9 and 14 years old. 10 boys are between 11 and 12 years, the youngest class about 7 years.

Fifty read New Testament, not distinctly, but with tolerable ease; all read monosyllables. Writing from dictation requires more attention. Arithmetic is well taught. Geography unusually good, some boys (4) have clear idea of the principles of grammar. The catechism is repeated indistinctly, but well explained by master, and the religious instruction appears to be good.

The master teaches on the National system; is zealous and intelligent.

Girls: no day-school; they meet in the evening.

Infants: the school is well supplied with apparatus. Was not examined; appears to be efficiently conducted.

Meppershall, 5th February.—26 boys, 17 girls. The rector had left the living when I visited this school, and no successor had been yet appointed. The building is not in good repair. School conducted by one master, under the superintendence of clergyman. Opened as a day-school in June, 1844.

Mileham, 2nd July.—School built upon property belonging to a charity; not examined. The master has been dismissed, but refuses to give up possession of the school.

New Brentford, 8th May.—104 boys, 66 girls, infants. Separate buildings.

Boys: a large room, which may be considerably improved in arrangement. Master and five monitors, the eldest 13 years old. Boys between 6 and 11 years. The school is in much better order than last year. Reading is much improved. History of England, grammar, and geography are now taught with good effect. Writing-books neat and good, and great improvement in arithmetic. The master deserves much credit for the pains he has taken with the school. A pupil teacher would be well placed here.

Girls: a handsome building, and efficient school; the instruction, however, is not extended since the last visit, and seems to be too mechanical.

Infants not examined.

Norton, 13th June.—The site, 23 × 13 yards, is conveyed to the master and fellows of Peter House, Cambridge, as trustees for school; enrolled 1834.

The school-rooms 50 × 20 feet; pantiled; brick floor; 9-inch wall; in good repair; half the room used only on Sundays.

40 children average attendance; 6 between 10 and 12, others infants; not examined.

North Elmham, 9th July.—Master and mistress kept the school in excellent order; the instruction good, and steadily improving. Method same as at Chichester.

Norwich, St. Swithin's, 31st July.—Inspected last year; 40 young children under 10, most under 8 years. School-room in bad repair; in

small court; ill ventilated, and imperfectly drained. No committee; trustees take no part in management.

Subscription, 8*l.* from one family; 2*l.* or 3*l.* collected at church. Mistress receives 12*l.* and school fees.

Very little instruction.

Old Brentford, 17th December.—Infant school built in 1837. Cost 645*l.* School-room 50 × 20 × 11 feet; well and substantially built, lighted, ventilated and warmed. Apartment for mistress. Three rooms. A large playground, 71 × 60 feet, enclosed by wall 8 feet high.

Property conveyed to six trustees, two *ex officio.*

Account have been paid, excepting a charge for extra work, not authorized by trustees.

One hundred and sixty five infants. Mistress trained by National Society.

Examination postponed.

Saham Toney, 10th July.—Infant school; 18 from 4 to 12 years old. Good room, 30 × 20 × 14 feet; clump wall; slated; brick-floor; enclosed garden, half a rood. Trust-deed enrolled 1842. School built 1837. Conducted by young woman; reading pretty good.

N.B.—There is an excellent boys' school in the parish, maintained by clergyman: the instruction includes all subjcts taught in the most advanced schools, and is unusually efficient.

St. Pancras, Christ Church, 5th May.—170 boys, 141 girls, 417 infants. A large, handsome, well-arranged building, with apartments for teachers. The infant school-room is not large enough. Property conveyed to trustees.

Boys: a good, well lighted, and well-arranged room. Six classes, instructed by master, pupil teacher, and monitors, on National system. Order very good. Instruction sound and practical. History and geography in two classes. Arithmetic to Practice well taught. Penmanship neat; writing from memory tolerably good. The master trained under Mr. Moody, an intelligent and active teacher.

Girls: six classes, between 7 and 13 years old. Mistress, three apprentice teachers, and monitors; arrangements of a National school. Good order. Instruction includes English history and geography, with usual elementary subjects, in which fair progress is made. Great knowledge of Scriptural history, texts, &c.

Infants: mistress, assisted by two adult daughters. Usual arrangements of gallery and classes. The children very clean, orderly and cheerful. A large proportion of readers; 40 write on slates. Needlework is good. The children might learn more arithmetic. The catechetical and Scriptural instruction excellent. Upon the whole, one of the best infant-schools in London.

South Mims, 12th December.—Built 1836. Handsome and substantial building, and excellent situation. Property conveyed to four trustees; the vicar to be nominated when a vacancy occurs. Two good rooms, 25 × 20 × 14 feet each. Four rooms for teacher's dwelling.

50 boys, 19 girls, 40 infants. Boys and girls instructed in one room by master, under the superintendence of the vicar. Manner of children pleasing and cheerful. 33 read the Holy Scriptures very fairly; 30 write on paper. Arithmetic fairly advanced. The religious teaching seems to be sound and practical. The infants appear to be happy and obedient.

Stow-market 10th June.—130 boys, 161 girls. Clergyman was unavoidably absent, but wished the schools to be visited. The building is in very great want of arrangement and improvement; there is no trust-deed, nor is it clear in whom the property is vested. The boys' school is not in a satisfactory state; not much instruction given in either school; the attendance very thin, 150 in both schools.

Surlingham, St. Mary, 31st July.—28 children; built 1837; cost 114*l.* 10*s.* 0½*d.*, leaving a deficit of 28*l.* still due to churchwarden; property conveyed to nine trustees, to be renewed when reduced to three; management vested in rector, vicar and churchwarden; endowment 10*l.* per annum; no subscriptions.

School-room good, neat, and substantial; 28×17×9½ feet.

Children not regularly examined; appear to be properly instructed by a respectable mistress.

Swaffham, 3rd July.—109 boys, 80 girls. Handsome building, in substantial repair; brick flooring in boys' school uneven: two school-rooms,—48×20×12½ feet, girls'; and 48×20×9½ feet, boys'. Trust-deed enrolled November 22, 1838; trustees, the late vicar and 12 gentlemen; committee, according to trust-deed, vicar, curate, secretary, six ladies, and six gentlemen, being members of Church of England.

Boys: instructed by a respectable, diligent, and well-informed master; good order, but requiring some attention; reading very good in Scripture; excellent writing; spelling good; ciphering to Proportion, fair; sound religious teaching.

Girls taught by mistress and monitors; are older than usual, 13 between 12 and 15 years old; in excellent order; manners very pleasing; reading unusually good; six learning to read; other girls, from 7 to 14, read Old and New Testament; writing on paper from dictation, and arithmetic, are extremely well taught.

Religious instruction perfectly satisfactory. The state of this school is highly creditable to the mistress and to the managers.

Walham Green, 9th May.—88 boys, 61 girls, 80 infants. Property conveyed to trustees. The building not in good repair; the flooring is quite worn out. Three school-rooms, 30 × 18 feet, 38½ × 21, and 37×21 feet.

Boys instructed by master trained at Battersea, an active and able teacher; keeps the school in good order, although the system is noisy. The boys are practised in composition, well instructed in the meaning of words and phrases, and are fairly advanced in arithmetic. The low attendance may be owing to the neighbourhood of the practising school attached to St. Mark's College. The girls' and infants' schools are not in a very efficient state.

Wattisham, 17th June.—12 children, from 5 to 8 years old, instructed by mistress in a poor room 22 × 12 feet. Clergyman absent; no trustees present.

West Bilney, 27th June.—89 children. Kept in good order, and well taught by mistress, assisted by her father.

Wicken Bonhant, 12th March.—The daily school has been discontinued owing to want of funds. Population under 160. The chief proprietor subscribes 2*l.* 10*s.* No other subscribers. Children's pence amounted to 1*s.* weekly. The Sunday-school children were assembled

to be examined. 21 girls and 3 boys. Girls between 6 and 13 years. The instruction is exclusively religious, but they read better than might be expected.

Wickham Brooke, 16th June.—No daily school since the date of erection 18 ; school-room built in churchyard, on faculty from the Bishop; no out-buildings, no offices, no ground beyond the school-room: school-room 30 × 20 feet; in good repair, brick flooring, slated roof, built of flint faced with stone. A Sunday-school is held; between 60 and 70 boys and girls attend, the master receiving 5*l.* per annum. There is no prospect of the establishment of a daily school, 4*l.* being all the subscription to be expected. The population, 1600.

Wool Pit, 13th June.—102 boys and girls in double school-room, 54 × 17 feet; a handsome building, well situate, and conveniently arranged.

In first school 43 girls and 9 boys, instructed by two mistresses, formerly conductors of private school: girls in first class are between 12 and 14 years old. Their appearance and manners are very pleasing; 40 write well on paper; reading good in Scripture and English history; ciphering rather backward; geography well taught.

In second school, 51 children from 5 to 12 are instructed by two mistresses; not examined. There is also an infant school, 22, managed by a mistress. The boys are generally instructed in a private school, which is visited by the clergyman.

The provision for education appears to be much better in this parish than usual.

Yelling, 14th February.—37 boys and girls between 3 and 9 years. A good room with brick floor. Conducted by mistress; superintended by rector and family. Children in good order; instruction of course limited to elementary subjects, but shows great care on the part of the mistress and of the managers of the school. The religious teaching is unusually good. A considerable number of the Sunday-school children attended, who appear to keep up what they formerly learned.

Yoxford, 20th August.—Built 1837: property conveyed to trustees; the vicar and churchwardens are trustees *ex officio;* the school under their management. Building cost 526*l.* 3*s.* 9*d.*; fully paid; no accounts preserved; handsome building, well lighted, and airy; not in good repair, brick-flooring worn out. Annual income about 80*l.*, including school-fees.

100 boys, 60 girls; two schools, master and mistress; discipline may be much improved; boys are moderately well instructed in elementary subjects; girls are backward; the master has taken great pains.

Master's residence wanted.

Name of School and Parish.	When Established.	Date of Visit.	Average daily Attendance during the last Six Months.		Rate of Payment per Week.	Subscriptions and Donations.	Collections
			Boys.	Girls.		£. s. d.	£. s. d.
BEDFORDSHIRE.							
Biggleswade .	1838	May 28, 1844	50	45	. .	About 100 0 0	. .
Blunham . . .	1843	Feb. 3, 1845	. .	52	From 3*d.* to 6*d.*	10 0 0	. .
Colmworth . .	1841	Jan. 30, 1845	14	6	1*d.* each.	12 19 0	. .
Colmworth, N.S.	1840	June 3, 1844	. .	. .	1*d.* each.	15 18 0	1 6 6
Eaton Bray . .	April, 1842	Jan. 23, 1845	. .	. .	3*d.* each.	15 0 0	. .
Eversholt . . .	1842	Jan. 24, 1845	20	15	Infants, 1*d.*; others, 2*d.*	37 2 0	22 0 0
Keysoe	1841	June 4, 1844	22	16	Children of labourers, 1*d.*; of mechanics, 2*d.*; of farmers, 6*d.*	15 0 0	. .
Poddington . .	1841	June 6, 1844	Boys and girls	25	Poor children, 1*d.* each; others according to circumstances.	About 50 0 0	. .
Stotfold	Christmas, 1843.	Feb. 5, 1845	Boys and girls	50	1*d.* each.	About 10 0 0	About 2 10 0
Turvey (Infant School).	June, 1842.	June 5, 1844	Boys and girls	52	1*d.* each.	. .	. .
Westoning . .	Michaelmas, 1841.	Aug. 2, 1844	42	17	Children of farmers, 6*d.*; of others, 3*d.*	14 0 0	10 0 0
Biggleswade .	. .	Feb. 4, 1845	45	60	1*d.*	About 145 0 0	About 20 0 0
Everton . . .	. .	. .	. .	. .	. .	. .	. .
Turvey	. .	Jan. 28, 1845	36	. .	Children of the poor, 1*d.*; others about 7*d.*	21 2 0	. .
Westoning . .	. .	Feb. 7, 1845	Boys and girls	66	Children of the poor, 2*d.*; others 4*d.*	14 10 6	12 13 8½
CAMBRIDGESHIRE.							
Barton	1843	Jan. 3, 1844	30	20	One child, 1½*d.*; two, 2½*d.*; three, 3*d*; four, 3½*d.*	31 0 0	. .
Bottisham .	1839	May 6, 1844	50	40	Children of widows, 1½*d*; others, 1½*d.*; those who write, 2*d.*	36 18 6	9 13 9½

BEDFORDSHIRE.							
ANNUAL INCOME.				ANNUAL EXPENDITURE.			
Produce of Endowment.	School Fees.	Any other source of Income, separately enumerated.	Total.	Stipend of the Master . . . (M.) Mistress . . (Ms.) Teachers . . (T.) Pupil Teachers (P.T.)	Expense of last Year for Repairs.	Incidental Expenses.	Total.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
. .	. .	From a charity, about 14 0 0	About 114 0 0	M. . . . . 40 0 0 Ms. . . . 40 0 0	About 6 0 0	17 0 0	103 0 0
. .	. .	. .	10 0 0	M. . . . . 10 0 0 And boys' payments. Ms. girls' and infants' payments, board and lodging.	About 3 0 0	About 2 0 0	About 15 0 0
8 17 1	6 0 4	. .	27 16 5	M. 24 0 0	4 7 0	3 12 6	31 19 6
8 17 2	6 10 7	. .	32 11 7	M. and Ms. 24 0 0	0 11 4	7 5 0½	31 16 4½
. .	. .	. .	15 0 0	M. . . . . 26 0 0 Ms. . . . 20 0 0	About 0 10 0	About 7 11 0	About 54 1 0
0 9 0	15 7 2	. .	74 18 2	M. . . . . 35 0 0 Ms. . . . 15 0 0 Infant, Ms. 22 0 0	. .	8 0 0	80 0 0
. .	About 9 18 0	From Board of Guardians, 1 10 0	26 8 0	Ms. about . 21 18 0	1 6 7	9 14 3	32 18 10
. .	. .	. .	About 50 0 0	. .	. .	16 15 11	. .
6 0 0	12 4 4	. .	About 30 14 4	Ms. . . . 30 0 0	. .	15 11 2	45 11 2
. .	About 8 14 0	. .	About 8 14 0	Ms. about . 20 14 0	2 4 9	6 7 6	29 6 3
Interest of 36 0 0	. .	From charity for apprenticing poor children, 5 0 0	About 65 0 0	M. and Ms. 21 0 0	1 4 0	13 10 6	35 14 6
. .	About 6 0 0	. .	171 0 0	M. . . . . 50 0 0 Ms. . . . 40 0 0 T. 5 0 0	. .	About 21 0 0	About 116 0 0
. .	. .	. .	. .	. .	. .	. .	. .
40 8 1	11 0 0	. .	72 10 1	M. . . . . 30 0 0 School Fees 11 0 0 41 0 0	. .	9 16 0½	50 16 0½
Interest of 36 10 0	About 35 0 0	Grant from Trustees of the Westoning Apprentice Charity, 5 0 0	. .	M. and Ms. 21 0 0 P.T. 0 0 0	4 13 5	26 16 8½	52 10 1½
CAMBRIDGESHIRE.							
. .	14 19 2½	. .	45 19 2½	M. 39 0 0	1 4 7	4 19 0	45 3 7
. .	27 16 6	From a charity fund, 35 0 0	109 8 9½	M. and Ms. 50 0 0 T. 30 0 0	11 19 3	5 4 6½	97 3 9½

CAMBRIDGESHIRE—*continued.*							
Name of School and Parish.	When Established.	Date of Visit.	Average daily Attendance during the last Six Months.		Rate of Payment per Week.	Subscriptions and Donations.	Collections.
			Boys.	Girls.			
						£. s. d.	£. s. d.
Horningsea .	. .	May 7, 1844	22	20	From 1*d.* to 4*d.*	About 30 0 0	. .
Sawston . . .	1840	May 14, 1844	28	16	Those who do not belong to the Sunday school, 2*d.*; others, 1*d.*	Subs. 8 19 0 Dons. 3 1	. .
Great Shelford	Oct. 2, 1843	May 9, 1844	About 53	82	1*d.*	33 10 6	8 10 0
Swaffham Bulbeck.	1833	Jan. 6, 1844	Boys & Girls.	78	From 1*d.* to 4*d.*	23 0 0	. .
Wilburton . .	1839	May 10, 1844	On the books, 18	26	1*d.*	4 4 6	2 4 0
Swavesey . .	. .	Feb. 24, 1845	53	37	. .	Subs. 20 13 0 Dons. 6 6 8	2 15 4½
ESSEX.							
Elmdon . . .	Nov. 11, 1844	Mar. 12, 1845	27	32	One of a family, 2*d.*; two or more, 1*d.*	40 5 0	. .
Childerditch .	1845	Oct. 16, 1845	. .	. .	Farmers' children and those under four years, 2*d.*; others, 1*d.*	7 10 0	. .
Halstead . . .	Jan., 1845	Oct. 29, 1845	26	16	2*d.*	About 10 5 0	. .
Pattiswick . .	1837	Oct. 16, 1844	. .	. .	One of a family, 2*d.*; two or more, 1*d.*	. .	.
Barkingside . .	. .	Oct. 24, 1845	55	52	1*d.*	Subs. 15 0 0 Dons. 5 0 0	Average 22 0 0
Billericay . .	. .	Oct. 15, 1845	50	55	1*d.*	About 35 0 0	About 14 0 0
Brentwood . .	. .	Oct. 9, 1845	98	36	. .	39 18 14	. .
Brightlingsea .	. .	Nov. 4, 1845	About 13	35	One in a family, 2*d.*; two, 3*d.*	. .	. .
Colchester (St. Peter's).	. .	Oct. 8, 1845	. .	60	1*d.*; a few not recommended by a subscriber, 2*d.*	20 12 6	. .
Coggeshall . .	. .	Oct. 7, 1845	About 65	. .	1*d.*; those who write, 2*d.*	33 4 0	46 3 5
Cold Norton .	. .	Oct. 13, 1845	19	20	. .	13 10 0	3 12 2

CAMBRIDGESHIRE.—*continued.*

ANNUAL INCOME.				ANNUAL EXPENDITURE.			
Produce of Endowment.	School Fees.	Any other Source of Income, separately enumerated.	Total.	Stipend of the Master . . (M.) Mistress . . (Ms.) Teachers . (T.) Pupil Teachers (P.T.)	Expense of last Year for Repairs.	Incidental Expenses.	Total.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
. .	About 12 0 0	. .	42 0 0	M. and Ms. 40 0 0	. .	. .	40 0 0
. .	. .	Master, assisted by the Vicar.	12 0 0	M. 16 0 0	Amounts not named.		16 0 0
. .	About 17 0 0	. .	59 0 6	M. and Ms. 50 0 0	. .	1 2 0	51 2 0
18 12 0	About 11 0 0	Occasional donation from a charity, 5 0 0	About 57 12 0	M. and Ms. 45 0 0	4 15 8	8 1 10	57 17 6
2 0 0	4 9 3	. .	10 17 9	Ms. . . . 13 0 0	2 5 0	3 13 0	18 18 0
. .	55 4 8	Grant from Society for Promoting Christian Knowledge, 2 10 0	87 9 8½	M. . . . 45 0 0 Ms. . . . 27 5 3	1 9 11	10 12 7	84 7 9

ESSEX.

. .	About 23 0 0	Endowment of a disused grammar school, 14 0 0	77 5 0	M. . . . 39 0 0 Ms. . . . 30 0 0	. .	Requisites supplied by Vicar.	69 0 0
. .	4 0 0	. .	11 10 0	Ms. . . . 10 0 0	. .	7 4 10	17 4 10
. .	18 16 0	. .	28 16 0	M. . . . 60 0 0 T. . . . 11 15 0 P. T. . . 4 17 11	. .	. .	76 12 11
. .	. .	. .	. .	Ms. . . . 30 0 0	Expenses defrayed by Miss Hanbury.		30 0 0
10 0 0	20 0 0	. .	Average 72 0 0	M. . . . 35 0 0 Ms. . . . 30 0 0	2 5 2	8 14 4	75 19 6
. .	About 36 0 0	. . .	About 85 0 0	M. and Ms., about . 50 0 0	3 10 0	About 16 2 0	About 69 12 0
16 15 0	. .	. .	56 13 4	M. . . . 0 0 0 Ms. . . . 40 0 0 P. T. . . 10 0 0	3 1 5	4 17 6½	. .
. .	About 18 0 0	. .	. .	Ms., amount of school fees, about 18 0 0	. .	About 1 10 0	About 1 10 0
. .	11 12 10	. .	. .	Ms. . . . 24 0 0 And a gratuity of . 0 10 0	4 7 5½	. .	. .
. .	40 1 10	Interest of a sum in Savings' bank, 0 16 2	80 3 7	. . .	. .	37 1 3	. .
. .	15 4 2	. .	39 18 3	Ms. . . . 15 0 0	. .	14 2 9¼	29 2 9¼

Name of School and Parish.	When Established.	Date of Visit	Average Daily Attendance during the last Six Months.		Rate of Payment per Week.		
			Boys.	Girls.		Subscriptions and Donations.	Collections
						£. s. d.	£. s. d.
ESSEX—*continued.*							
Hutton	. .	Oct. 14, 1845	30	26	1*d.*	33 6 6	. .
Sible Hedingham.	. .	Oct. 29, 1845	58	42	Residents, 1*d.*; non-residents, 2*d.*	9 0 0	. .
Tendring . . .	. .	Nov. 5, 1845	. .	. .	1*d.*	About 6 0 0	. .
Warley, Great .	. .	Oct. 16, 1845	18	30	One of a family, 2*d.*; more than one each, 1*d.*	10 3 0	11 17 0
Wicken Bonant	. .	Mar. 12, 1845	. .	. .	. .	2 10 0	. .
Witham . . .	. .	May 22, 1845	48	49½	1*d.*	91 0 0	. .
HUNTINGDONSHIRE.							
Abbots Ripton	1807	Feb. 12, 1845	12	16	1*d.*	Dons. 10 0 0	. .
Alconbury . .	Aug. 1844	May 23, 1844	50	40	One of a family, 2*d.*; two or more, 1*d.* each.	27 0 0	. .
Broughton . .	Jan. 1842	Feb. 12, 1845	20	30	One of a family, 2*d.*; two, 3*d.*; three, 4*d.*	3 0 0	. .
Connington . .	1841	. .	12	25	1*d.*	12 0 0	. .
Everton . . .	1837	May 29, 1844	Boys and girls	27½	1*d.* each.	5 5 0	. .
Farcet	1673	Mar. 3, 1845	No returns.		. .	. .	. .
St. Ives	1843	Feb. 25, 1845	40	30	2*d.* each.	Subs. 14 10 0 Dons. 20 0 0	1 10 0
St. Neots . . .	1842	May 15, 1844	75	45	Infants, 2*d.*; others, 1*d.* each.	Subs. 21 15 0 Dons. 6 4 0	. .
Old Weston . .	Dec. 1843	Feb. 20, 1845	10	15	One of a family, 1*d.*; two or more, ½*d.* each.	. .	. .
Sawtrey . . .	1840	May 23, 1844	40	46	From 2*d.* to 6*d.* each.	51 6 6	. .
Steeple Gidding	1841	. .	. .	. .	. .	. .	. .
Thurning . .	Aug. 1843	June 7 1844	17	16	1*d.* each.	About 5 0 0	. .

ESSEX—*continued*							
ANNUAL INCOME.				ANNUAL EXPENDITURE.			
Produce of Endowment.	School Fees.	Any other Source of Income, separately enumerated.	Total	Stipend of the Master . . . (M.) Mistress . . (Ms.) Teachers . . (T.) Pupil Teachers (P. T.)	Expense of last Year for Repairs.	Incidental Expenses.	Total.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£ s. d
13 6 1	10 4 9	. .	56 17 4	M. & Ms. 50 0 0	2 0 0	5 3 3	57 3 3
. .	About 30 0 0	. .	About 39 0 0	M. . . . 60 0 0 Ms. . . . 45 0 0	20 6 4	8 13 2	. .
. .	6 0 3	. .	6 0 3	Ms. . . . 30 0 0	0 4 6	3 7 8	. .
. .	About 10 0 0	. .	32 0 0	M. . . . 4 0 0 Ms., about 18 0 0	3 14 8	8 3 11	About 33 18 7
. .	.	. .	. .	. .	. .	. .	. .
35 0 0	46 18 9½	Girls' work about, 5 0 0	About 177 18 9½	M. . . . 55 0 0 Ms. . . 35 0 0	About 1 10 0	30 2 5	. .
HUNTINGDONSHIRE.							
. .	About 8 0 0	. .	About 18 0 0	Ms. . . . 27 0 0	About 0 15 0	About 4 10 0	About 32 5 0
. .	About 30 0 0	. .	About 57 0 0	Ms. . . . 35 0 0 T. 16 0 0	3 0 0	10 5 0	64 5 0
. .	About 30 0 0	. .	About 33 0 0	No return	. .	. .	. .
15 0 0	About 7 1 10	.	34 1 10	Ms. . . . 26 0 0 and school fees.	. .	. .	33 1 10
. .	About 4 8 0	.	About 9 13 0	Ms. . . . 9 7 0 P. T. . . 0 13 6	0 18 0	About 3 14 0	About 14 12 0
. .	.	. .	. .	.	. .	. .	. .
10 0 0	20 7 0	.	66 7 0	M. . . . 40 0 0 Ms. . . . 25 0 0	. .	4 15 6	69 15 6
. .	33 10 2½	Needlework, 5 9 2	66 18 4½	Ms. . . 25 0 0 Ditto . . 25 0 0	. .	30 9 8½	80 9 8½
. .	5 10 1½	. .	5 10 1½	Ms. . . . 18 0 0	. .	6 12 5½	24 12 5½
. .	About 34 5 8	. .	About 85 12 2	M. . . . 20 0 0 and school fees. Ms. . . . 32 10 0 P. T. . . 2 0 0	1 0 0	8 8 6	98 4 2
. .	.	. .	. .	Ms. . . . 14 0 0	. .	. .	14 0 0
. .	About 5 0 0	. .	About 10 0 0	Ms. . . . 8 0 0 with board and lodging at the rectory.	. .	About 5 0 0	About 13 0 0

Name of School and Parish.	When Established.	Date of Visit.	Average Daily Attendance during the last Six Months. Boys.	Girls.	Rate of Payment per Week.	Subscriptions and Donations.	Collections
HUNTINGDONSHIRE—*continued.*							
			On the books,			£. s. d.	£. s. d.
Upton	1843	Mar. 3, 1845	23	32	Farmers' children, 3*d.* each others —parochial, 1*d.*; extra, 2*d.*	School entirely supported by	
Warboys . . .	1828	Feb. 10, 1845	22	18	2*d.* each.	. .	. .
Wiston	1841	May 22, 1844	30	30	One of a family, 2*d.*; two or more, 3*d.*	8 0 0	. .
Woodhurst . .	June 19, 1843	May 22, 1844	Boys and girls	35	1*d.* each.	22 10 0	. .
Yelling	1841	Feb. 14, 1845	13	12	From 1*d.* to 4*d.*	13 2 0	. . . .
Wiston	. .	Feb. 10, 1845	. .	. .	For a child of a tradesman, 4*d.*; ditto a farmer, 6*d.*: for others—one of a family, 2*d*; two or more, 3*d.*	2 0 0	
Woodhurst . .	. .	Feb. 13, 1845	21¼	23¾	Some 1*d.*; others 2*d.*	22 10 0	. .
Alconbury . .	. .	Feb. 11, 1845	40	30	One of a family, 2*d.*; two or more, 1*d.*	32 15 0	. .
Sawtrey . . .	. .	Feb. 11, 1845	30	56	2*d.*	51 4 0	. .
MIDDLESEX.							
Homerton (St. John's Hackney).	Dec. 31, 1801	Sept. 12, 1844	44	. .	No payment.	62 9 6	24 12 9
Hoxton (St. John the Baptist).	Sept. 30, 1842	. .	220	160	1*d.*	Subs. 105 10 0 Dons. 14 18 6	22 1 7
Baldwin's Garden.	. .	April 7, 1845	162	66	First class, 2*d.*; remainder, 1*d.*	Subs. 162 7 6 Dons. 27 12 0	54 10 6
Chelsea (Christchurch).	. .	May 5, 1845	79	53	2*d.*	Subs. 51 11 0 Dons. 5 0 0	41 16 6
NORFOLK.							
Blakeney	1825	July 16, 1845	68	30	Those who write, 3*d.*; others, 2*d.*	. .	. .
Briston	Dec. 30, 1844	July 15, 1845	32	28	2*d.*	. .	. .

HUNTINGDONSHIRE—*continued.*

ANNUAL INCOME.				ANNUAL EXPENDITURE.			
Produce of Endowment.	School Fees.	Any other Source of Income separately enumerated.	Total.	Stipend of the Master . . . (M.) Mistress . . (Ms.) Teachers . . (T.) Pupil Teachers (P.T.)	Expense of last Year for Repairs.	Incidental Expenses.	Total.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
T. M. Heathcote, Esq.		. .	.	. .	. .	. .	. .
. .	About 15 6 8	. .	About 15 6 8	M. & Ms. 60 0 0	. .	About 120 0 0	About 180 0 0
. .	26 8 7	. .	34 8 7	M. & Ms. 50 0 0	1 19 0	0 12 6	52 11 6
. .	5 1 8	. .	27 11 8	Ms. . . . 20 0 0 and a house.	. .	8 17 8½	28 17 8½
. .	. .	. .	. .	Ms. . . . 6 0 0 and school fees.	. .	. .	. .
. .	. .	. .	2 0 0	Ms. . . 30 0 0 and a house.	1 0 0	1 10 0	32 10 0
. .	7 7 10	. .	29 17 10	Ms. . . 20 0 0 and a cottage.	1 1 2	10 12 5	31 13 7
. .	23 0 0	. .	55 15 0	Ms. . . 35 0 0 T. . . . 16 0 0 P.T. . . 2 0 0	4 2 1	10 2 11	67 5 0
. .	29 18 4	. .	81 2 4	M. . . . 35 3 6 Ms. . . 31 4 0 with house and coals. T. . . . 1 10 0	0 10 0	15 7 4	83 14 10

MIDDLESEX.

. .	. .	Interest of accumulated fund, 55 16 0	142 17 9	M. . . . 60 0 0	11 11 4	3 10 11	75 2 3
. .	114 13 3	Needlework, 1 2 6	258 10 10	M. and Ms. 90 0 0 Infant Ms. 30 0 0 T. . . . 9 12 0	1 2 0	88 18 11	218 12 11
. .	56 17 11	Books sold, 0 6 4	301 14 3	M. . . . 95 0 0 Ms. . . . 25 0 0 P.T. . . 114 2 0	19 5 7	164 0 11	417 8 6
. .	36 12 2	. .	134 19 8	M. . . . 50 0 0 Ms. . . 35 0 0 T. . . . 25 6 0	. . . .	. .	171 0 2

NORFOLK.

. .	. .	. .		M. . . . 15 0 0 and school fees. Ms. . . 10 0 0 Infant Ms. 10 0 0	Incidental expenses paid by Lord Calthorpe.		35 0 0
. .	At the rate of 24 18 8	. .	24 18 8	M. and Ms. 40 0 0	. .	. .	40 0 0

NORFOLK—*continued.*

Name of School and Parish.	When Established.	Date of Visit.	Average daily Attendance during the last Six Months. Boys.	Girls.	Rate of Payment per Week.	Subscriptions and Donations.	Collections.
						£. s. d.	£. s. d.
Chedgrave . .	April, 1844	Nov. 6, 1844	Numbers on the books, 18	24	Tradesmen's children, 2*d.*; others, 1*d.*	. .	. .
Hockwold-cum-Wilton.	Jan. 1841	May 21, 1844	40	27	Children of farmers and tradesmen, 6*d* ; others, 1*d.*	13 0 0	. .
Norwich (St. Lawrence).	1827	. .	100	90	From 1*d.* to 2*d.*	71 6 0	23 10 3¼
Pockthorpe . .	Nov. 1843	July 25, 1845	45	33	1*d.*	37 0 0	. .
Salehouse . . .	Sept. 9, 1839	July 24, 1845	28	47	1*d.*	19 4 0	. .
Southery . . .	1844	June 24, 1845	35	33	1*d.*	25 0 0	. .
Terrington (St. Clement).	Oct. 1843	. .	Boys and Girls, 61		One of a family, 1*d.*; two or more, ½*d.*	24 16 0	. .
West Walton .	1844	June 26, 1845	30	30	Children of large occupiers, 6*d.*; of small, 3*d.*; one child of a labourer, 3*d.*; two, 4*d.*; three or more, 6*d.*	. .	. .
Wiggenhall (St. Mary Magdalen).	1841	June 25, 1845	Numbers on the Books, 24	21	From 1½*d.* to 2*d.*	. .	. .
Barnham Broom	. .	July 8, 1845	30	30	2*d.*; two of same family, 2*d.*; tradesmen's and farmers' children, 4*d.*; two of same family, 6*d.*; three, 8*d.*; four, 10*d.*	. .	. .
Costessey . .	. .	July 23, 1845	30	40	. .	Average, 50 0 0	. .
Earl Framingham.	. .	July 30, 1845	36	29	In district, 1*d.*; out of district, 3*d*	25 0 0	. .
East Dereham	. .	July 1, 1845	110	80	1*d.*	About 30 0 0	. .
Hingham . . .	. .	July 7, 1845	30	58	1*d.*	18 0 0	. .
Holt	. .	July 17, 1845	42	54	2*d.*	Subs. 45 13 0 Dons. 11 19 10	. .
North Elmham	. .	July 9, 1845	45	46	Above seven years, free; under, 1*d.*	. .	. .
Sculthorp . . .	. .	July 14, 1845	. .	. .	2*d.*	36 1 0	. .
Swithin's, St. .	. .	July 31, 1845	. .	. .	1*d.*	Subs. 8 0 0	From 2*l.* to 3*l.*

NORFOLK—*continued.*

ANNUAL INCOME.				ANNUAL EXPENDITURE.			
Produce of Endowment.	School Fees.	Any other Source of Income, separately enumerated.	Total.	Stipend of the Master . . . (M.) Mistress . . . (Ms.) Teachers . . (T.) Pupil Teachers (P T)	Expense of last Year for Repairs.	Incidental Expenses.	Total.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
. .	. .	. .	.	Ms. . . 30 0 0	. .	10 0 0	40 0 0
. .	21 18 6	.	34 18 6	M. and Ms. 50 0 0 and house.	1 7 0¼	12 3 4¼	63 10 5
. .	46 14 5	Interest on money, 3 16 2	144 16 10¼	M. . . . 60 0 0 Ms. . . 35 0 0 T. . . . 7 19 0	. .	42 11 9	145 10 9
. .	16 6 9	. .	53 6 9	M. . . . 30 0 0 Ms. . . 13 0 0	0 9 0	6 13 0	50 2 0
. .	10 14 11	. .	29 18 11	Ms. . . 15 0 0 T. . . . 2 0 0	. .	7 11 5¼	24 11 5¼
. .	14 4 11	. .	39 4 11	M. . . . 26 8 0 Ms. . . . 11 0 0	12 0 0	2 13 2	52 1 2
. .	10 0 0	. .	34 16 0	Ms. . . . 35 0 0	4 0 0	5 10 0	44 10 0
. .	18 17 5	. .	18 17 5	Ms. . . . 20 0 0	Expenses defrayed by rector.		20 0 0
. .	. .	. .	. .	. .	. .	. .	. .
. .	16 0 0	. .	16 0 0	M. . . . 50 0 0 And school fees 16 0 0	9 15 4¼	. .	75 15 4¼
. .	. .	. .	. .	M. & Ms. 40 0 0	From 3*l.* to 4*l.*	About 5 2 0	From 48*l.* 2*s.*, to 49*l.* 2*s.*
. .	13 0 0	. .	. .	M. & Ms. 35 0 0	3 4 6	5 16 0	44 0 6
About 35 0 0	About 30 0 0	. .	About 95 0 0	M. . . . 60 0 0 Ms. . . . 20 0 0 Estimate for each P. T. . 0 3 10	8 0 0	1 18 6	. .
. .	. .	. .	.	Ms. . . 25 0 0	. .	About 7 10 0	. .
. .	38 1 3	. .	95 14 1	M. & s. 70 0 0	3 0 3 . .	18 7 7¼	. .
. .		. .	95 12 6	M & Ms., last year 79 3 5		10 10 0	. .
. .	23 12 0	. .	. .	M. . . 56 0 0 Ms. . . . 7 0 0	. .	3 11 3	66 11 3
. .	. .	. .	. .	Ms. . 12 0 0	. .	2 11 0	14 11 0

NORFOLK—*continued.*

Name of School and Parish.	When Established.	Date of Visit.	Average Daily Attendance during the last Six Months. Boys.	Girls.	Rate of Payment per Week.	Subscriptions and Donations. £. s. d.	Collections £. s. d.
Thorpe	. .	July 29, 1845	. .	. .	Some, 1*d.*; some, 2*d.*	11 9 0	. .
Walton	. .	July 10, 1845	39	57	One in a family, 1*d.*; two, 1½*d.*; three, 2*d.*, &c., &c.	56 4 8	. .
Yaxham . . .	. .	. .	30	36	Children of farmers, one under six years, 2*d.*; six or more, 4*d.*; two of any age, 6*d.*; three or more, 8*d.*; others (parochial), 1*d*; extra, 2*d.*	. .	. .
Chedgrave . .	. .	Aug. 6, 1845	20	25	1*d.*	10 0 0	. .
Denton	. .	Aug. 18, 1845	31	25	Children of labourers, 1*d.*; others, 3*d.*	6 0 0	. .
Downham . .	. .	June 23, 1845	45	50	Those who write in books, 2*d.*; others, 1*d.*	About 45 0 0	. .
Hockwold . .	. .	June 20, 1845	45	31	For children of poor persons, 1*d.*; others above seven years, 6*d.*; under, 3*d.*	43 18 4½	. .
Marham . . .	. .	June 25, 1845	Boys and girls, 40		Orphans, free; others, 1*d.*	45 0 0	. .
Morningthorpe	. .	Aug. 4, 1845	About 38¼	About 32¼	One child of a labourer, 2*d.*; two or more, 1*d.*; others, 3*d.*	Subs. 15 0 0 Dons. 2 0 0	. .
Rockland . . .	. .	Aug. 6, 1845	19	17	1*d.*	14 0 0	. .
West Bilney . .	. .	June 27, 1845	. .	. .	Those who write, 2*d.*: others, 1*d.*	22 0 0	. .

SUFFOLK.

Beccles	. .	Aug. 8, 1845	58	58	1*d.* each; those who write in books, 2*d.*	50 1 6	About 13 0 0
Brandon . . .	Sept. 1843	Dec. 3, 1844	40	30	1*d.* each.	. .	. .
Carlton Colville	Oct. 16, 1843	Nov. 4, 1844	40	45	1*s.* per quarter.	33 0 0	. .
Gazeley . . .	1843	Dec. 5, 1844	17	23	One of a family, 2*d.*; two, 1½*d.*; three, 1*d.* each.	15 0 0	. .
Henley	1838	May 26, 1845	Boys and Girls.	30	1*d.* each; those who write, 2*d.* each.	. .	. .

NORFOLK—*continued.*

ANNUAL INCOME.				ANNUAL EXPENDITURE.			
Produce of Endowment.	School Fees.	Any other Source of Income separately enumerated.	Total.	Stipend of the Master . . . (M.) Mistress . . (Ms.) Teachers . . (T.) Pupil Teachers (P.T.)	Expense of last Year for Repairs.	Incidental Expenses.	Total.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
. .	11 10 0	Rent of garden, 1 5 0	. .	Ms. (estimate) . 16 16 0	0 10 9	. .	. .
. .	14 11 7	. .	70 16 3	M. . . . 40 0 0 Ms. . . . 6 0 0 P. T. . . 0 4 0	6 4 2	19 11 10	. .
. .	About 18 0 0	. .	. .	M. . . . 15 0 0 Ms. . . . 15 0 0 T. 6 0 0	. .	About 3 10 0	About 39 0 0
2 10 0	10 0 0	. .	22 10 0	Ms. . . . 30 0 0	. .	36 14 10	66 14 10
About 10 10 0	14 10 0	. .	11 0 0	Ms. . . . 15 0 0 and board and lodging in rector's house. P. T. . . 5 0 0	0 19 0	11 17 6	32 16 6
. .	About 32 0 0	. .	About 77 0 0	M. & Ms. 60 0 0	. .	33 0 0	93 0 0
. .	16 16 5	. .	60 14 9½	M. & Ms. 50 0 0	1 0 7½	. .	13 17 10
. .	About 7 10 0	. .	About 52 10 0	M. & Ms. 45 0 0 and school fees.	. .	. .	About 52 10 0
. .	9 2 6	House rent, 1 0 0	27 2 6	Ms. . . . 26 0 0 T. . . . . 2 0 0 P. T. . . 1 0 0	. .	1 5 0	30 5 0
. .	8 0 0	. .	22 0 0	Ms. . . . 8 0 0 P. T. . . 1 0 0	. .	3 5 9	12 5 9
. .	9 0 0	. .	31 0 0	Ms. . . . 16 0 0 and school fees.	. .	6 0 0	31 0 0

SUFFOLK.

. .	25 13 0	. .	88 14 6	M. . . . 40 0 0 Ms. . . . 25 0 0 T. . . . . 17 4 0 P. T. . . 1 7 0	1 10 8	4 10 7	89 12 3
. . .	.	. .	. .	M. . . . 40 0 0 House and school fees	156 13 8	. .	196 13 8
. .	9 12 0	9 0 0	51 12 0	Stipends uncertain.	0 5 0	3 0 0	3 0
. .	10 0 0	. .	25 0 0	Ms. . . . 22 0 0 T. . . . 2 12 0	. .	18 0	42 12 0
20 0 0	About 10 0 0	. .	About 30 0 0	Ms. . . . 20 0 0 and school fees.	No accounts kept.		About 30 0

SUFFOLK—*continued.*

Name of School and Parish.	When Established.	Date of Visit.	Average daily Attendance during the last Six Months.		Rate of Payment per Week.		
			Boys.	Girls.		Subscriptions and Donations.	Collections
						£. s. d.	£. s. d.
Ixworth . . .	Jan. 1841	May 20, 1844	20	30	1*d.* each.	About 20 0 0	. .
Lowestoft . . .	Four schools, in 1735, 1570, 1570, 1831, respectively.	Aug. 14, 1845	No explanation		One of a family, 1*s.* per quarter; two, 1*s.* 6*d.*	110 0 0	18 0 0
Preston . . .	Feb. 1840	June 17, 1845	19	20	1*d.* each.	. .	. .
Tattingstone .	. .	June 3, 1845	13	22	6*d.* per week.	About 35 0 0	. .
Tuddenham, St. Martin.	1840	Oct. 25, 1844	14	20	1*d.* each.	23 0 0	. .
Westleton . .	Jan. 1843	Mar. 28, 1844	48	45	1*d.* each; those who write, 2*d.* each.	Subs. 16 12 0 Don. 33 6 4	. .
Wickham Market.	May 1, 1843	. .	40	30	First child in a family, 2*d.* each; each succeeding child, 1*d.* each.	50 18 6	. .
Wrentham . .	1834	Mar. 29, 1844	23	12	From 2*d.* to 4*d.*	37 2 0	. .
Hintlesham .	. .	May 29, 1845	22	24	Above 7 years, 2*d.*; under, 1*d.*; two of same family, above 7 years, 3*d.*	. .	5 0 0
Ipswich, St. Clements.	. .	May 26, 1845	92	58	Boys, 2*d.*; girls, 1*d.*	. .	. .
Ixworth . . .	. .	May 11, 1845	15	35	1*d.*	19 0 0	. .
Stratford, St. Mary.	. .	May 23, 1845	33	33	Non-residents, 2*d.*; residents, 1*d.*	Subs. 29 10 0	. .
Brandon . . .	. .	June 19, 1845	50	37	1*d.*	About 45 0 0	. .
Bungay . . .	. .	Aug. 19, 1845	125	83	Eldest of a family, 2*d.*; rest, 1*d.*; children of farmers and tradesmen, an additional 1*d.*	Subs. 67 11 8 Dons. 5 19 7	. .
Carleton Colville.	. .	Aug. 15, 1845	28	36	Per quarter, 1*s.*	Subs. 31 0 0	. .
Gazeley . . .	. .	June 12, 1845	20	24	One of a family, 2*d.*; two, 1½*d.*; three, 1*d.*	Subs. 23 0 0	. .
Wangford .	. .	Aug. 12, 1845	40	40	Some 2*d.*; some 1*d.*; others, 5*s.* per quarter.	42 7 6	. .
Westleton . . .	. .	Aug. 13, 1845	45	44	For writing, 2*d.*; reading, 1*d.*	Subs. 14 9 0 Don. 34 13 2	. .
Wickham Market.	. .	June 2, 1845	38	25	One in family, 2*d.*; two, or more, 1*d.*	41 13 0	. .

SUFFOLK—*continued.*

ANNUAL INCOME.				ANNUAL EXPENDITURE.			
Produce of Endowment.	School Fees.	Any other Source of Income, separately enumerated.	Total.	Stipend of the Master . . (M.) Mistress . (Ms.) Teachers. . (T.) Pupil Teachers (P.T.)	Expense of last Year for Repairs.	Incidental Expenses.	Total.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
. .	About 8 15 0	. .	About 28 15 0	Ms. . . . 30 0 0	. .	. .	30 0 0
. .	. .	. .	129 0 0		No accounts.		
. .	8 10 9	. .	8 10 9	M. . . . 20 0 0	. .	. .	20 0 0
. .	About 9 10 0	. .	About 44 10 0	M. . . . 2 12 0 Ms . . . 14 2 0 P. T. . . 0 13 0	. .	8 0 0	26 7 0
. . . .	6 10 0	. .	29 10 0	Ms. . . . 10 0 0 and maintenance.	Bills not received.		10 0 0
	19 9 10	.	69 8 8	M. . . . 40 0 0 Ms. . . . 25 0 0	. .	5 16 6	70 16 6
17 0 4	17 6 1	. .	85 4 11	M. . . . 28 0 0 Ms. . . . 14 0 0	. .	7 0 11	49 0 11
. .	About 22 0 0	Sundries about 29 0 0	About 88 2 0	No account	2 1 6	5 12 4	7 13 10
20 0 0	. .	. .	25 0 0	M. From 50 0 0* To 60 0 0	. .	Expenses are defrayed by rector.	. .
. .	Estimate 46 7 8	. .	46 7 8	M. . . . 90 0 0 Ms. . . . 40 0 0 P. T. . . 74 16 0	6 5 0	12 9 10	223 10 10
. .	9 11 8	7 0 0†	35 11 8	Ms. . . . 23 0 0	0 14 9	1 7 9	25 2 6
6 0 0	16 7 5	. .	. .	M. . . . 40 0 0	0 2 0	4 15 0†	. .
. .	About 15 0 0	.	About 50 0 0	M. . . . 40 0 0 School fees 15 0 0 About 55 0 0	. .	. .	About 55 0 0
8 12 2	62 11 6	Work done by children, 0 12 10 Rent of land, underlet, 2 8 11	147 16 8	M. . . . 60 0 0 Ms. . . . 26 0 0 Ms. . . . 26 0 0 P. T. . . 12 6 0	6 1 5	17 16 5†	148 3 10†
. .	9 0 0	From private pupils, 2 10 0	42 10 0	M. & Ms. 40 0 0 P. T. . . 1 8 0	0 5 0	2 4 0	43 17 0
. .	About 10 0 0	. .	About 33 0 0	Ms. . . . 22 0 0 T. 2 12 0	. .	2 2 0	26 14 0
. .	18 16 0	Offertory, 2 0 0	63 3 6	M. . . . 45 0 0 Ms. . . . 20 0 0 P. T. . . 0 3 10	. .	2 7 9	67 11 7
. .	21 4 5	. .	70 16 7	M. . . . 40 0 0 Ms. . . . 25 0 0	1 19 8	3 16 11	70 16 7
8 0 0	. .	. .	. .	M. . . . 32 4 0 Ms. . . . 26 2 0 P. T. . . 0 13 5	. .	4 12 6†	63 11 11†

* The Master derives his salary from—1, private scholars; 2, office of parish clerk; 3, endowment; 4, pence payment; 5, Sunday-school fees.

† This is an endowment paid for a Mistress of the Sunday-school, who is also a Mistress of the National-school.

TREASURY

Name of School.	Date of Visit.	AMOUNT RECEIVED.					
		Grant.		Subscriptions and Donations.	Collections.	National Society.	Other Sources.
		Date.	Amount.				
			£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Clophill . . .	Feb. 5, 1845	July 5, 1836	50 0 0	82 5 2½	. .	10 0 0	. .
Craufield . . .	Jan. 27, 1845	Jan. 30, 1836 Jan. 9, 1839	48 0 0 40 0 0	113 0 0	. .	35 0 0	School Society Bedford . . 20 0 0 Carting materials . . . 10 0 0 Grant of land 2 10 0
Ditchingham .	Aug. 18, 1845	Sept. 19, 1840	50 0 0	62 11 0	. .	25 0 0	Norwich Diocesan fund . . . 40 0 0 Subscriptions and payments by Rector . . . 73 7 11½
Massingham .	June 25, 1845	Nov. 1, 1837	50 0 0	118 10 6	. .	20 0 0	Rent charge during vacancy 5 0 0 Balance paid by Rector . . . 5 3 0½
Saham Toney .	July 10, 1845	Dec. 25, 1837	35 0 0	No accounts preserved, but certificate taken that there			Diocesan Board . . . 25 0 0
Swaffham . . .	July 3, 1845	Feb. 13, 1839	160 0 0	407 13 5	. .	35 0 0	Norwich Diocesan Society . . 50 0 0 Dean and Chapter of Westminster 25 0 0
Belchamp Walter.	Oct. 29, 1845	Mar. 27, 1839	35 0 0	79 0 5	. .	. .	Purchase Money returned . . 10 0 0
Havering-atte-Bower.	Oct. 16, 1845	Dec. 13, 1837	32 0 0	. .	. .	. .	. .
Wickham Brook	June 16, 1845	Nov. 18, 1835	40 0 0	24 9 6	13 0 0	20 0 0	. .
Willingale Doe	May 21, 1845	Aug. 10, 1839	39 0 0	No accounts preserved, but certificate taken that there			
Woolpit . . .	June 13, 1845	Nov. 7, 1838	40 0 0	265 0 9	. .	40 0 0	. .
Luton	Jan. 20, 1845	July 11, 1835	145 0 0	293 3 6	31 9 7½	40 0 0	Value of grant of materials 69 0 0 Balance of Church School fund . 14 5 5
Boxted	Jan. 5, 1845	June 5, 1839	55 0 0	114 3 0	. .	. .	Sale of timber . 8 12 6
Camden Town	Nov. 13, 1845	April 5, 1839	100 0 0	220 15 4 Donations and a Collection. 41 15 1	30 0 0	. .	Legacy . . . 20 0 0 Duty on legacy returned . . 2 0 0 Sale of penny tickets . . 11 18 0
Chelmsford . .	Oct. 21, 1845	. .	350 0 0	844 1 6	. .	. .	. .
Debenham . .	May 28, 1845	April 11, 1835	70 0 0	. .	. .	. .	. .
Foulsham . . .	July 15, 1845	Dec. 5, 1838	90 0 0	153 12 6	. .	20 0 0	Norwich Diocesan Society . . 25 0 0
Gallywood Common.	Nov. 11, 1845	Mar. 16, 1839	75 0 0	498 17 5	168 3 0½	. .	Essex Society for education of the poor . 30 0 0
Hammersmith	Dec. 18, 1845	Nov. 25, 1837	120 0 0	. .	. .	. .	. .
Islington, St. Paul's.	Nov. 14, 1845	Dec. 29, 1838	71 0 0	. .	. .	30 0 0	. .

GRANTS.

EXPENSES.						Certified or Audited.
Total.	Building.	Architect.	Legal.	Extra.	Total.	
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	
142 5 2¼	142 5 2¼	. .	. .	. .	142 5 2¼	Vouchers examined and approved.
268 10 0	245 10 0	. .	. .	22 19 0	268 9 0	Audited.
250 18 11¼	143 3 8	. .	21 6 0	86 9 3¾	250 18 11¼	Audited.
198 13 6¼	146 12 6	. .	10 10 0	41 11 0¼	198 13 6¼	Audited.
were no debts.	Balance given by Rector.					
65 0 0	. .	. .	. .	. .	. .	. .
677 13 5	585 16 6	. .	14 6 4	77 10 7	677 13 5	. .
124 0 5	105 10 6	. .	. .	18 9 11	124 0 5	Audited.
. .	. .	. .	. .	. .	. .	. .
97 9 6	106 4 6	. .	. .	15 10 1	121 14 7	Audited.
was no debt on the School fund.						
345 0 0	284 3 5¼	. .	10 5 0	70 12 3¼	365 0 9	Audited.
592 18 6¼	530 0 0	34 4 6	. .	28 13 10	592 18 4	Voucher examined.
177 15 6	134 2 6	. .	7 2 0	30 8 3	171 12 9	Audited by F. C. Cook.
326 8 5	341 0 0	. .	. .	94 1 8¼	435 1 8¼	Certified by Clergyman.
1174 1 6	1291 7 2	52 16 0	. .	1 0 0	1345 3 2	Audited.
. .	. .	. .	. .	. .	. .	. .
198 12 6	250 0 0	. .	13 2 11	22 11 4	285 14 3	Audited.
772 0 5¼	613 2 1¼	25 0 0	11 18 4	122 0 0	772 0 5¼	Certified by Clergyman.
120 0 0	400 0 0	. .	. .	. .	. .	Voucher for building contract inspected.
101 0 0	126 0 0	. .	. .	42 8 10	168 8 10	. .

TREASURY

Name of School.	Date of Visit.	AMOUNTS RECEIVED.					
		Grant.		Subscriptions and Donations.	Collections.	National Society.	Other Sources.
		Date.	Amount				
			£ s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Kelvedon . . .	Oct. 17, 1845	Mar. 10, 1838	61 0 0	85 5 6	13 11 0	75 0 0	County Society 30 0 0 Carting bricks 4 4 0
Kettlebaston .	June 17, 1845	Feb. 13, 1839	37 0 0	. .	. .	. .	. .
Lavenham . .	May 30, 1845	Nov. 9, 1839	100 0 0	. .	. .	25 0 0	From Parochial resources . 169 2 6½
Norton, St. Andrew.	June 13, 1845	April 19, 1837	50 0 0	100 0 0	. .	20 0 0	By Rector . . 54 13 1
Stowmarket . .	June 10, 1845	Nov. 2, 1836	75 0 0	. .	30 9 11	60 0 0	County Society 20 0 0 Ladies' fancy work . . . 17 13 10½
Stratford . . .	Nov. 12, 1845	Jan. 21, 1837	250 0 0	953 13 0	89 14 0	50 0 0	General fund 131 3 10
Surlingham . .	July 31, 1845	May 9, 1838	20 0 0	6 0 0	. .	. . .	Norwich Society . . . 40 0 0 Church and town lands . . . 30 0 0

GRANTS—*continued.*

EXPENSES.						Certified or Audited.
Total.	Building.	Architect.	Legal.	Extra.	Total.	
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	
269 0 6	200 0 0	. .	10 8 0	67 6 0	277 14 0	Certified.
294 2 6¼	260 0 0	. .	25 13 8	8 8 10¼	294 2 6¼	Audited.
224 13 1	182 11 10	. .	. .	42 1 3	224 13 1	
203 3 9¼	207 7 0	. .	. .	25 1 10	232 8 10	Certified by Clergyman.
1475 0 10	1246 16 8	. .	30 0 0	198 3 8	1475 0 4	Certified by Clergyman.
86 0 0	77 5 0	. .	8 16 7	28 8 5¼	114 10 0¼	Audited.

Report on the Elementary Schools of the Midland District, by the Rev. Henry Moseley, M.A., F.R.S.

My Lords,

The Midland District—the elementary schools in which I have received your Lordships' instructions to inspect—includes the counties of Chester, Stafford, Derby, Nottingham, Lincoln, Leicester, Warwick, and Northampton.

The schools, a list of which was supplied to me in the commencement of the year 1845, were situated in 209* different localities, of which I have visited 155.

Eighty-nine of these schools had received your Lordships' grants, and 66, grants from the Lords of the Treasury, of which last number 20 had invited inspection through the National Society, and the remaining 46 were visited in obedience to your instructions conveyed in the letter addressed by your Secretary to Her Majesty's Inspectors of Schools, under the date of the 16th December, 1844, and for the purposes specified in that letter, viz., 1st. To audit the building account; 2ndly. To verify the existence of the trust-deed, and the fact of its enrolment; 3rdly. To report whether the school-house has been erected "in a satisfactory and workman-like manner; whether due precautions have been taken for its ventilation, and for warming it; whether it is provided with the requisite offices; and whether its site is properly inclosed." 4thly. To verify the existence and the efficient maintenance of a daily school in the school-house.

In conveying to the Inspectors these instructions, it was intimated to them, "That unless the trustees or managers should concur in inviting periodical inspection, the organization, discipline, and instruction were not open to their personal examination in the same way as in schools subject to periodical inspection;" they were, nevertheless, authorized to make a detailed examination of the schools, if the trustees and managers should invite such examination.

Of the whole number of schools which I have visited, to which these observations are applicable, 46 in number, 41 have thus invited examination.

In 11 cases I have been unable to ascertain the existence of any trust-deed, and have reason to believe that no such deed was ever executed. In 7 cases I have found the deed to be invalid for want of enrolment. In respect to 12 school-houses, I have thought

* No schools in Lincolnshire were included in this list, it being anticipated that the duty of inspecting the normal schools, with which I am charged, would prevent me from visiting that county.

it my duty to report either that the school buildings have not been erected in a substantial or workman-like manner, that they did not supply adequate accommodation for the children, or that they were not properly inclosed; and I have found four school-rooms empty, no daily school being maintained in them.

In compliance with your instructions, I have, in no case, interfered with "the discipline, management, or instruction of schools;" and in carrying out the objects of my inspection, I have been accustomed to look upon it simply as "a sign of the interest which the Government takes in their prosperity," "one of the forms by which it extends its aid to them," and "a means of procuring information by which the Legislature may be enabled to determine in what way the exertions of the trustees and managers for their welfare may be most effectually promoted." With reference to these objects, I have generally been invited to give such advice as might be suggested by my examination, as to "the improvements of which the schools are susceptible;" and I have, from time to time, aided "in the removal of temporary obstacles to their success," and "in procuring for them well-trained masters and mistresses." I have appended to this Report (Appendix A.), a statistical Table, in which are collected, under a general form, the facts which I have ascertained as to the extent to which the poor avail themselves of these schools, the state of instruction in them, and their resources. In a second Table (Appendix B.), I have recorded these matters in detail in respect to every school, and I have affixed to that record the estimate I was led to form, by my inspection, of the efficiency of the school.

Whilst the number of different localities which I have visited, in the inspection of the schools of my district, is 155, the number of different schools which I have inspected is 247, viz., 84 boys' schools, 78 girls' schools, 35 schools in which boys and girls are taught together, and 50 infant schools.

In these schools there were present, when I inspected them, 13,381 children, viz., 6,123 boys, 5,238 girls, and 3,642 infants, giving an average number in each school of 57 boys, 51 girls, and 73 infants. Twelve only of these schools contained more than 100 boys, and two only of that number, more than 150; six contained more than 100 girls, and none more than 150

The average age of the children, taken in respect to 3,754 boys, was from $6\frac{5}{6}$ to $8\frac{6}{7}$ years; and in respect to 2,301 girls, from $7\frac{1}{3}$ to $9\frac{1}{7}$ years.

With reference to the schools situated in 44 different localities, in which 4,108 children were assembled, I find that they were established to provide for the education of a population of 218,094, and built to contain 10,317 children. One in 53 of the whole population for which they were provided was, therefore, under instruction of them, and they were somewhat less than one-half full.

The management of the schools in my district is, for the most

part, vested in the clergy *, who are not unfrequently assisted by a committee of the subscribers †. It is, however, in a few instances only that I find a decided interest in the welfare of the school manifested by the laity, or sacrifices for its support, on a scale commensurate with its importance to the public welfare, made by anybody except the clergyman. The following is a list of the subscriptions to a village school in my district for the year 1844. I copy it as an example of the unjust proportion in which the clergy are called upon to contribute to the support of elementary education. It would not be difficult to cite a long list of similar examples:—

	£.	s.	d.
The lord of the manor and principal landholder	3	3	0
The rector	17	10	4
The rector's lady	1	1	0
A friend of the rector	5	0	0
A farmer and landholder	0	5	0
Ditto ditto	0	5	0
Ditto ditto	0	5	0
Ditto ditto	0	5	0
Ditto ditto	0	10	0
Ditto ditto	0	5	0
Ditto ditto	0	5	0
	£28	14	4

The children pay fees for admission, which vary in amount from 1*d.* per week to 4*d.* The average annual amount per child of the sum paid in fees, taken in respect to 61 schools and 7,836 children, I found to be 5*s.* 8*d.*

Reading and religious knowledge form the principal subjects of instruction in these schools; arithmetic is professed to be taught in all of them; writing in all except 12 or 13; geography and English grammar in about one-half; English history and vocal music in about one-third; etymology in 1 school in 11.

They are taught, with a few exceptions, upon the system of Dr. Bell, being divided into classes, each of which is placed in charge of a child selected from amongst the best instructed in the school, to whom the task of instructing the class is delegated by the master, who, nevertheless, considers it his duty to examine from time to time into the progress of each class, and himself to teach the classes in succession. The same system is pursued in girls' schools as in boys'. The average number of the children in each

* Out of 31 schools in respect to which I have referred to the information recorded in my returns on this subject, I find that in 18 the management is vested exclusively in the clergyman; in seven it it is divided between the clergy and the laity, and in six it is in the school committee.

† In 7 schools out of 30, in respect to which I have sought these particulars, I find that the committee meets periodically; and that it inspects the school periodically in 10 out of 27.

class is, in a boys' school 10, and in a girls' school 13. The average age of the children employed to teach the rest, taken in respect to 52 schools, is from 10 to 11 in the boys' schools, and from 11 to 12 in the girls' schools.

Religious Instruction.

There can, I think, be no doubt that, of all the subjects taught in elementary schools, the knowledge of Scripture is that on which the greatest care is bestowed, and which is taught with the greatest success. I have sometimes been greatly surprised at the intimate knowledge exhibited by very young children of the text of the Word of God, and occasionally I have found this associated with much intelligence as to its doctrines and its precepts.

The fact is, that the clergy give a large measure of attention to this element in the teaching of their schools; a higher standard of instruction is, therefore, aimed at in it than in any other, and the ascendancy of an educated mind is perceptible in it. The great difficulty seems rather to be in giving it a direction to the hearts and to the consciences of children than to their understandings.

I have found the opinion to prevail very generally among the friends of education with whom I have conversed, that the only proper use of the text of Scripture in elementary schools is its use for the instruction of the children in scriptural truth; and it is my constant experience that scriptural knowledge is the greatest, in those schools in which secular reading books have been introduced; and where the Scriptures are not, therefore, made exclusively the text-book for reading. I attribute this, in some degree, to the greater interest which the child is likely to feel in the Scriptures when its reading is not limited to them, and, in some degree, to that education of its intelligence, and general awakening of its faculties, which is derived from secular instruction; but principally to the fact, that when the daily reading lesson is given in Scripture, the master is led to consider the task of scriptural instruction in a great degree accomplished by it without his intervention; but that when it is not, he takes that task upon himself.

A knowledge of the words of the Catechism is almost universal—a just intelligence of their meaning comparatively rare. To leave children with its language in their memories, uncommented upon and unexplained, is to leave them in possession of a form of sound words, but in ignorance, it is to be feared, of those principles of Christian faith which are set forth by it, and without the guidance of those rules of Christian practice which it lays down.

It is not, assuredly, in this sense that the Catechism has been set forth by the Church; but as a syllabus of its doctrines rather than their exposition, a standard of religious truth rather than its development, and the foundation of catechetical instruction rather than its superstructure.

Whilst I have felt myself called upon thus to comment upon the

imperfect character of the catechetical instruction in some of the schools which I have visited, I can, on the other hand, record many encouraging instances of success. To the intelligent teacher the Catechism offers matter of doctrinal instruction under a most impressive and apposite form, and subjects of moral admonition suited to every relation in life—reasons for the careful interpretation of it not a little enhanced in their importance by the consideration that the text, being taught to the children of our elementary schools, from so early a period and with so much care, will never, probably, be obliterated from their memories.

Reading.

Out of 13,381 children, I find that 2080, being 1 in 6,* read in the Scriptures with tolerable ease and correctness; that 4368, or 1 in 3, are reading easy narratives; and the remainder, being one-half, reading letters and monosyllables.

I have no certain data for determining the average period during which these children remain at school; from all, however, that I have been able to learn, I am disposed to think that it is, possibly, not more than one year and a half, and that it does not exceed two years. If this be the case, it is certain that a considerable proportion of the children, probably one-half, must leave the schools, and be absorbed into the labouring community of the country, not being able to read.†

In but few schools is any other book used for instruction in reading than the Scriptures. This is not, I believe, from any indisposition to the use of secular reading books, but principally because a custom has long prevailed of using the sacred volume for the instruction of poor children in reading, and from motives of economy, the cost of a Testament being greatly less than that of any secular book of equal size which can be procured.

I am not aware that, in any school which I have visited, attention is given to just expression or correct emphasis in reading. In no case, at any rate, have I felt myself justified in recording the favourable result of such teaching.

It will be observed that the estimate which I have made of the

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* Of 3022 boys examined by Mr. Cook in the Metropolitan districts, he finds that 611, being 1 in 5, can read the Scriptures with ease.

† If the average time of a child's continuance at school be three-half years, one-third of the children must go out every half-year; and if we suppose this change to be made at the end of the half-year, and the third which so goes out to include that sixth part of the school which can read, it must also include a sixth which cannot. Thus as many will go out every half-year who cannot read as who can. Or, in other words, half the children leave the school not being able to read the Scriptures with tolerable ease and correctness. Whilst, on the one hand, I have perhaps assumed the time of a child's continuance at school to be less than it really is, on the other, I have taken the circumstances under which the children leave, more favourable for the efficiency of the school than I am justified in doing. Practically they are not the best instructed children who leave the first: these stick by the school. The one-third who leave every year do not, therefore, include all the one-sixth who can read.

number of children who can read, has reference to their ability to read the Scriptures. I have now to add, that, in recording the number of children in each school who can read with tolerable ease and correctness, I have availed myself of the wide latitude of that definition, and used a large measure of charity. The mechanical reading of the Bible presents, however, fewer difficulties to a child of the class from which these are taken than that of any other book which can be put into its hands not specially adapted to the reading of children. Its diction is associated with every effort they have ever made to read. Its forms of expression are, perhaps, more readily seized by the poor than those of other books, because more remains amongst them than amongst the educated classes of the language of that period in our history when it was translated. Let, however, the cause be what it may, it is certainly worthy of observation, and important in its bearing on the question of education, that a child taught to read only in the Scriptures appears, in some measure, to have lost the faculty of reading when any other book is placed in its hands. So strongly am I impressed with this belief, that I entertain little doubt that, had the ability of these children to read been tried in any book of secular instruction*, the number of children whom I found capable of reading with ease and correctness would have been diminished one-half.

Nothing can be more deceptive than the impressions derived, in this respect, from the *casual* inspection of an elementary school. The first class affords, perhaps, the evidence of considerable proficiency; and finding the rest graduated in respect to the skill of the children in reading, from this class to the lowest, we conclude that the knowledge of every child in an inferior class is in a state of progression, which will terminate in a knowledge similar to that acquired by those of the first class. There can be no greater mistake. A large proportion of the children of these lower classes will never reach the highest. There are among them, probably, those who have been longest in the school, and who will first leave it.

On the whole, I am convinced that *the greater number* of the children who frequent the schools which I have inspected do not acquire, in them, that mechanical skill in reading which might encourage them to take up a book, under ordinary circumstances, with the prospect of deriving pleasure or instruction from the perusal of it.

In few or none of the schools in which secular reading books are introduced does due attention appear to be given to the instruction of the children in the subject-matter of the lesson. Etymology, it is true, is taught in some of these schools; but I have found that a knowledge of the meanings of the words which compose a sentence, however precise and accurate, does not necessarily imply an intelligence of the sentence. And, from my own experience, I

* Hogarth's History of England, for instance, a book published especially for the use of National Schools by the Society for Promoting Christian Knowledge.

am disposed to think that the severest test to which the children of a National school can be subjected, is to place in their hands some book of secular instruction, to select a sentence not remarkable for the simplicity of its construction, and to try how far they understand it. If they be subjected to the further test of conveying the meaning they attach to it, under correct forms of expression, the failure will be signal. Yet are these important elements of a course of instruction in reading adapted to the wants of the labouring classes.

They have little knowledge of language, except under its colloquial forms; and to judge of the difference between colloquial and written language, we have only to write down our thoughts, and to compare the words in which we write them with the expression we give to the same thoughts in conversation. Nevertheless, if their children are hereafter to follow, with the understanding, the Liturgy of the Church; if they are to be instructed by sermons; if their minds are to be enlightened, their manners humanized, and their leisure hours usefully and pleasantly occupied by the perusal of books; they must be rendered familiar with the resources of written language.

This is not to be done at school by the rules of grammar, valuable as these are in their application to the purposes of elementary instruction; nor yet by directing their attention to the derivation of one language, with which they are comparatively unacquainted, from another, of which they are profoundly ignorant, nor by endeavouring to gather their recollections of a reading lesson which they have not understood; but by examining them on the construction of its sentences, and its subject-matter with their open books before them; and by directing and encouraging their efforts to convey the ideas they associate with it in precise and accurate language.

The following is the description which Mr. Horace Mann, secretary of the Massachusetts Board of Education, has given of a reading lesson as delivered by the master of a Prussian school. I have transcribed it, because it embodies an idea of such a lesson which appears to me not less novel, as it regards the elementary education of this country, than important:—"The subject was a short piece of poetry, describing a hunter's life in Missouri. It was read, the reading being accompanied by appropriate criticisms as to pronunciation, tone, &c.; it was then taken up verse by verse, and the pupils were required *to give equivalent expressions in prose.* The teacher then entered into an explanation of every part of it, in a sort of oral lecture, accompanied with occasional questions. This was done with the greatest minutestness. Where there was a geographical reference, he entered at large into geography; where a reference to a foreign custom, he compared it with their customs at home; and thus he explained every part, and illustrated the illustrations themselves, until after

an entire hour spent upon six four-line verses, he left them to write out the sentiment and story in prose, to be produced in school the next morning. All this was done without the slightest break or hesitation, and evidently proceeded from a mind full of the subject, and having a ready command of all its resources.

"The Prussian teachers—by their constant habit of conversing with their pupils; by requiring a *complete answer* to be given to every question; by never allowing a mistake in termination or in the collocation of words and clauses to pass uncorrected, nor the sentence as corrected to pass unrepeated; by requiring the poetry of the reading lessons to be changed into oral or written prose, and the prose to be paraphrased or expressed in different words; and by exacting a general account or summary of the reading lessons—are, we may almost literally say, constantly teaching grammar, or, as they more comprehensively call it, the German language.

"If the object of grammar is to teach children to speak and write their native language with propriety, then they should be practised upon expressing their own ideas with elegance, distinctness, and force."

With respect to the books to be put into the hands of children for their instruction in reading, there can be no doubt that if the child is to be left entirely to its own resources, as to its intelligence of the subject-matter of the book, the diction should be of the simplest kind; all references to collateral subjects beyond the probable compass of the child's information should be carefully avoided, and its reasoning powers should be taxed to the smallest conceivable extent. For to force the child's attention, as a part of the business of the school, to any one thing which it does not comprehend, is to interpose an obstacle in the way of everything else which you wish to teach it.

But if the reading lesson be used as an exercise of the intelligence of the children, and if the teacher is not accustomed to consider his task completed until the idea contained in each sentence of it is fully received by the class which he is instructing, then the school reading book should not be a book from which every difficulty of construction is carefully eliminated, and every reference to matters beyond the ordinary limits of the knowledge of children avoided. These are the elements out of which the teacher combines the system according to which he educates the child; and they should be graduated in the reading lessons according to the progress of his work. The lesson books of the Irish National schools and of M'Culloch are framed upon this principle. It would be easy, by a careful selection, to include in such a series of reading books, popular instruction on every subject suited to the purposes of elementary education. All that instruction in a school which is not of a strictly technical character might thus be given under the head of the reading lesson. Whilst school reading

books would thus become more copious and more varied in their contents, they would, for that reason, be better adapted also to the mechanical instruction of the children in reading. It is a practical nconvenience in the use of all such books that the children too soon become familiar with them.

I have entered thus fully upon the consideration of the reading lesson, because it has always appeared to me, next to the Bible lesson, the principal lesson in an elementary school.

Writing.

Out of 13,381 children whom I examined in reading, I found that 3744 were learning to write upon paper; being in the proportion of 3 children in 11, or a little more than 1 child in 4. This writing upon paper I found in every case to consist simply in imitating, in their copy-books, copies set them by the master, or copy-slips. In no single instance did I find that the children had been practised in writing upon paper otherwise than in imitation of the models thus constantly before them. They had never been accustomed to copy, in writing, sentences in print, or to write on paper from dictation, or to express their own thoughts under any form whatever in writing upon paper. Thus, all the use to which their knowledge of penmanship might be put for their instruction in other subjects was lost; and, conversely, all the facility they might have acquired in the use of the pen, by the application of it to other purposes than the imitation, day after day, of the same set of copy-slips, was sacrificed. Indeed, the system generally pursued of limiting them to the use of large-text hand in their copy-books, until they are far advanced in the school, seems to preclude any such application.* In the hope of making them fine writers—for the accomplishment of which a long practice of large-text writing is assumed to be necessary—they are deprived of the practice of the art of writing under that form in which alone it will ever be of any use to them; and the process of their education is left without that exercise of the intelligence which is implied in the exposition of the thoughts in writing—an element which no other can replace.† In our own education, written exercises take a part from an early period; and, bearing in my recollection my own school experiences, I cannot but attach a great importance to those evening lessons and exercises as expedients of instruction. As applied to the purposes of elementary education, they have, however, this further recommendation, that they would serve to call the attention of the parents to the useful knowledge the children are acquiring in the school,

* At the Greenwich Hospital schools a very beneficial change has of late years been made in this respect. The boys are made to write small-hand from a much earlier period. The next step is to made them copy, in writing, sentences in print. They then write on paper from dictation.

† I propose on my next inspection to test the ability of the first class in every school to write on paper from dictation.

and tend to create a home influence favourable to the labours of the schoolmaster.

There seems no sufficient reason why they should not be used as an expedient in the instruction of poor children. Now that paper is made by machinery, almost duty free, the cost can be no longer an obstacle; and if the child were allowed to take home its books in the evening to prepare its lessons for the next day, a written exercise might, without difficulty, be added to the task.*

Arithmetic.

Out of 13,381 children examined in reading, I found that 4682 were taught arithmetic, being a little more than one-third of the whole number. Of these, 3529, being 4 in every 15, were in the four first rules; 903, or 1 in every 15, in the compound rules; and 250, being 1 in every 53, had advanced as far as the Rule of Three.

I have said so much in my other Reports to your Lordships on the importance of this element of instruction, and upon those methods of teaching it which have been adopted with so much success in some of our elementary schools, that I shall limit myself here to bearing testimony, in a general sense, to the imperfect form under which it is taught in the majority of such schools. Whether it be looked upon merely in a technical point of view, as readiness or aptitude in the combinations of number, or, in its higher application to the purposes of elementary instruction, as an *exact science*, the logic of the people, I am disposed to think that there is no element of education which I have found more lamentably deficient. The fact, that only 1 child in every 53† has advanced as far as the Rule of Three, is conclusive evidence on this point.

Geography.

Of 13,381 children whom I examined in reading, I found that 1535, being about 1 in every 9, had been taught geography.

Few persons are likely to comprehend how great is the state of ignorance in which the instruction of our elementary schools, in this subject, takes a child up.

I have examined hundreds of the most advanced children in schools where geography is not taught, who have been unable to tell me the name of the country in which they live, or, of the county,

* In the schools of the Christian Brethren in France, each child is provided with a little box which contains, together with its books, materials for writing. This box it brings, hung over its back, every morning to school, and carries home with it in the evening. I have caused a box, which admits of being converted into a little writing-desk, and is extremely portable, to be placed in the Depository of the National Society at the Sanctuary. It will be found, on trial, large enough to contain the whole library of a national school-boy.

† It will be observed that this fact is stated not as the result of my own examination of the children, but on the authority of statements made to me by the masters themselves. If the question had been, How many children were practically acquainted with the Rule of Three? I should have had to record a far less encouraging result.

or the parish. Who, when told that they lived in England, and asked the name of the greatest city in it, or the greatest river, have named the neighbouring town or the next mill-stream.*

Violence is, in fact, done to the intelligence of a child hitherto limited to the narrow range of objects of which it is itself the centre, and bound up with associations so purely local, when, by a rude attempt, its mind is made to expatiate over half the globe, and pass to the conception of a region, placed, perhaps, under a wholly different relation of external circumstances. These things are not to be approached by any such abrupt or compendious process, or otherwise than by the steps of a slow and gradual progression. Not, for instance, by teaching the child geographical definitions,† or by accustoming it to recognize by their names places pointed out to it on the map.

To understand the distinction, we have only to consider how many things go to our own conception of a distant region. The map serves, indeed, to define the idea we have of it, to give it vividness and completeness, but it does not originate it.

We already know what *a* country is, which the poor child does not. When a *country* is pointed out by name to him upon the map, and he has learned to tell how in respect to the four cardinal points it is bounded by other countries, and what are the names of its rivers, and mountains, and chief towns, his memory may have been largely taxed, and yet his principal idea of the country may, nevertheless, remain, in a great degree, identified with an irregular figure upon a piece of paper. A vast chasm is interposed in the child's mind between the objects with which he is himself familiar and those of which, in such instruction, he is required to conceive the existence; a chasm which his imagination is not strong enough to bear him over.

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* It may not, perhaps, be out of place to remark, that by the continual contact of the mind of the child with that of the parent, the knowledge of the one becomes, in some sense, the transcript of that of the other, and knowledge or ignorance *hereditary*. Amongst the educated classes this is the history of education as to some of its most prominent and its most useful elements—these are acquired incidentally, and not by any systematic instruction. And it is thus that the ignorance of a very remote period has been perpetuated in our labouring community.

† Taking into account, not only the entire ignorance of everything connected with geography which the elementary teacher must suppose in the outset of his task, but the poverty of the vocabulary of the children as to all forms of speech which are not strictly colloquial, I cannot but think *that* a strange idea of the world which a child would derive from a definition such as the following, which forms the first paragraph of the most recent book on geography, published for the use of National Schools:—"Geography is a description of the earth. The figure of the earth is that of a sphere or globe slightly flattened at the top and bottom like an orange. A straight line passing through its centre from the north to the south is called its axis, and the points in which this line meets the surface of the earth are called respectively its north and south poles. The earth turns round upon this axis once in the course of twenty-four hours, from which revolution follow the appearances of *day* and *night*." Notwithstanding that the acquaintance of those children of National Schools, who have learned geography, with the words of this or some similar definition is almost universal, I never yet was fortunate enough to meet with one who knew what the earth's *axis* really is, or the earth's poles.

In truth, he has never accustomed himself to observe with any precision or accuracy that part of the world which is close around him. The whole scene has painted itself daily before him, but has left no well-defined traces in his memory. His perceptions are too vague and too incoherent to be separated from the material things on which they have been formed, or, to be presented to the imagination, and made the subject of comparison, of analogy, of accumulation, and of invention.

The first step in his education is to teach him to *observe*. Under the direction of a skilful instructor, many qualities of the things around him, which had before altogether escaped his notice, will, by more careful observation, be added to his knowledge, and all his former impressions will acquire an unaccustomed distinctness and precision. This accomplished, and the child knowing at length adequately, for the purpose in hand, the characteristic features of that portion of the earth's surface which is within the compass of a day's journey—its varieties of elevation and aspect, its hills, valleys, and streams—his attention may be directed to the agrarian divisions of his parish, the fields and holdings which unite to form it. The boundaries of these, with which his memory is familiar, being represented on the black board by chalk lines, will convey to him his first idea of a map and its uses; that idea will, moreover, be precise and truthful. The next step might make him acquainted with the general features of the watershed of the district; and then the teacher would bring under his view the useful productions which it is made to yield by labour, whether pastoral, or agricultural, or mineral, associated as these are with the characteristic features of its surface level, its climate, drainage, aspect, and soil. Then the pursuits of its inhabitants, whether agricultural or manufacturing, or commercial, in alliance with these, and dependent upon them. Next, the domain of natural history may be made to yield much for his instruction, in respect to the infinite variety of animal and vegetable forms which are assembled within the reach of his immediate observation; the birds which frequent that region, the domestic and wild animals, some of the tribes of insects, the commoner plants which grow around him, and the different kinds of trees. It is not proposed to burden the child's mind, in respect to any of these matters, with scientific distinctions or a hard nomenclature; all that is sought, is a knowledge of them in their *ordinary relations;* such a knowledge as the child acquires in respect to those other things with which he is most familiar.*

* To those persons who may be disposed to question the possibility of introducing these subjects into elementary instruction otherwise than in connexion with the nomenclature of science, I would submit the following observations of the same intelligent American writer, whom I have before quoted, on the Prussian schools:—"I know full well that the extent and variety of subjects said to be taught to young children in the Prussian schools have been often sneered at. 'What!' say the objectors, 'teach children botany, and the unintelligible and almost unspeakable

A yet farther step may be made: the customs and habits of the people may be described to him,—things with which he is familiar in experience but not in description. Thus his intelligence of the *forms* of *language proper to the description of such things will be cultivated.* From these social relations, with which he is already more or less conversant, his mind may be led on to the knowledge of those political relations connected immediately with the parish or the surrounding district, in which he is scarcely less interested, but in respect to which he will be, for the most part, found to have no previous information.

If the instructor has rightly discharged his duty, in thus bringing

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names, Monandria, Diandria, Triandria, &c.; or Zoology, with such technical terms as Mollusca, Crustacea, Vertebrata, Mammalia, &c.;—the thing is impossible!' The Prussian children are not thus taught. For years their lessons are free from all the technicalities of science. The knowledge they already possess about common things is made the nucleus around which to collect more; and the language with which they are already familiar becomes the medium through which to communicate new ideas, and by which, whenever necessary, to explain new terms. There is no difficulty in explaining to a child, seven years of age, the distinctive marks by which nature intimates to us, at first sight, whether a plant is healthful or poisonous; or those by which, on inspecting the skeleton of an animal that lived thousands of years ago, we know whether it lived upon grass, or grain, or flesh. It is in this way that the pupil's mind is carried forward by an actual knowledge of things, until the time arrives for giving him classifications and nomenclatures. When a child knows a great many particular or individual things, he begins to perceive resemblances between some of them; and they then naturally assort themselves, as it were, in his mind, and arrange themselves into different groups. Then, by the aid of a teacher, he perfects a scientific classification among them.—bringing into each group all that belong to it. Our notions respecting the expediency or propriety of introducing the higher branches, as they are called, into our common schools, are formed from a knowledge of our own school teachers, and of the habits that prevail in most of the schools themselves. With us, it too often happens that if a higher branch,—Geometry, Natural Philosophy, Zoology, Botany,—is to be taught, both teacher and class must have text-books. At the beginning of these text-books, all the technical names and definitions belonging to the subject are set down. These, before the pupil has any practical idea of their meaning, must be committed to memory. The book is then studied chapter by chapter. At the bottom of each page, or at the ends of the sections, are questions printed at full length. At the recitations the teacher holds on by these leading strings. He introduces no collateral knowledge. He exhibits no relation between what is contained in the book and other kindred subjects, or the actual business of men and the affairs of life. At length the day of examination comes. The pupils rehearse from memory with a suspicious fluency; or, being asked for some useful application of their knowledge, —some practical connexion between that knowledge and the concerns of life,—they are silent, or give some ridiculous answer, which at once disparages science and gratifies the ill humour of some ignorant satirist. Of course, the teaching of the higher branches falls into disrepute in the minds of all sensible min,—as, *under such circumstances, it ought to do.* But the Prussian teacher has no book. He needs none. He teaches from *a full mind.* He cumbers and darkens the subject with no technical phraseology. He observes what proficiency the child has made, and then adapts his instructions, both in quality and amount, to the necessity of the case. He answers all questions; he solves all doubts. It is one of his objects, at every recitation, so to present ideas that they shall start doubts and provoke questions. He connects the subject of each lesson with all kindred and collateral ones, and shown its relation to the every-day business and duties of life; and, should the most ignorant man, or the most destitute vagrant in society, ask him, 'of what use such knowledge can be?' he will prove to him, in a word, that some of his own pleasures, or means of subsistence, are dependent upon it, or have been created or improved by it."

under the notice of the child that circle of created things, in the centre of which he is more immediately placed, and that portion of the human family which is bound to him by the more intimate ties of social intercourse, he will, moreover, have pointed out to him the manifest providence of God, in adapting the forms of organic being, and their functions, to the circumstances under which they are developed and the modes of their existence; not less than in the course of human events, and the ordering of the ways of men from the cradle to the grave. He will also not have failed to direct his attention to the more obvious phenomena of the heavens above—to the apparent rotation of the surface of that great sphere about its pole, to the daily motions of the sun, the changes in his path from day to day; to the journey of the moon among the stars, and to the apparent wanderings of the planets. These are things which lie within the sphere of the child's immediate perceptions, and stand in an intimate relation to its own existence.

Long before the teacher has exhausted this field of knowledge, he will, however, have become sensible of the expediency of making excursions beyond it. From the sphere of the immediate perceptions of the child, he will begin to support the mind in its flight through the region of the things which it imagines.

The idea which it associates with a farm or field, now firm and consistent, will readily separate itself from that locality, and become the idea of *a* tract of land, having prescribed limits, and a definite form, and boundary, and bearings, as to the four cardinal points. And by a process of accumulation, to which his imagination will easily lend its aid, this abstract perception, or idea, of a limited portion of the earth's surface may be made to pass into the conception of a far-extended country, the relations of whose lesser political divisions to the whole are those of the individual properties and holdings, to the whole parish. The village mill-stream may become, by a like process, *a* stream, and have an existence in his mind separated from the locality. In thought, he can add many such to one another, until in their united dimensions they become a river, and then you may speak to him of the Thames, and the Rhine, and the Danube, and the Mississippi, with a probability of interesting him, and with the certainty of being understood. So the high ground, whence this and some sister brook pursue their courses through neighbouring valleys, will convey to him the idea of the watershed of a continent. His conception of a mountain system may be reached by an easy and natural progression; the first step of which is a hill familiar to his earliest recollections. A neighbouring canal or navigable river will supply to him the idea of water communication. A streamlet, tributary to some mill-pond, will suggest to his imagination the widened mouth by which a great river opens into the sea —and, the idea of a *port,* on the shores of which it will be easy

to collect in imagination a commercial community. A mud bank will instruct him faithfully as to the formation and continued enlargement of a delta, and account for the richness of its soil and the exuberance of its vegetation.

The vegetation and the forms of animal life of a foreign region, and the manners and customs of the people who inhabit it, will readily become known to him, when he is told of them according to forms of expression which have first been made familiar to him *by their application to his own.*

In like manner, the political institutions of his own and of foreign countries may be laid open to him in an ascending series, beginning from those of the parish. It is thus that, by founding the ideas you desire to convey to him upon those with which he is familiar, and raising the superstructure of his knowledge by a simple induction from materials he has himself already collected, it will be made to assume a character of solidity, and permanence, and truthfulness, not otherwise to be found than in following that path into which we are directed by the leadings of Nature herself.

In proposing that a course of instruction, addressed to an elementary school in geography, should thus commence with the topography of the parish*—that, aiming at the description of nature under remote and inaccessible forms, it should begin with the description of those under which it is familiar and which are at hand—that in speaking of the social and political relations of distant regions, it should begin by instructing the child in those of its own,—I take into my view, the eminently *educative* character of this course, and that natural process of the development of the faculties of the child which is implied in it. In the first place, that faculty of observation will have been practised which admits of so vast an enlargement of its sphere of operation by *habit.* The child will first have been led to *observe* the directions of lanes and footpaths, the irregular figures traced out by the boundaries of fields and farms, the varieties of surface level, the lines of direction of elevated grounds, and valleys, and streams—the plants and trees, the crops of the neighbouring lands, the mines and manufactories; and the questions addressed to him at school on these matters will

* To this instruction, the Trigonometrical Survey maps would be found admirably adapted. In every elementary school that section of these maps which includes the district which surrounds the school-room should be hung up. It is to be regretted that the price at which these maps are sold would interfere with this application of them. Having been constructed, however, at the public expense, and for the public use, some reduction of the selling price, in favour of elementary schools, would seem to be practicable. Meanwhile I may perhaps be permitted to recommend, that these maps should be placed on the list of apparatus, in respect to the purchase of which the Committee of Council grants aid. Excellent relievo maps, or models of the surface conformation of different districts of the country, are now also sold at a comparatively cheap rate, and might with advantage be added to the schedule. An intelligent workman, of the name of Wilde, constructs these models very successfully. His address is Cursitor-street, Chancery-lane.

have led him to observe these with *precision* and *accuracy*—for above all, and as a necessary condition to every other valuable result, his *attention* will have been gained, because it is directed to matters which he can *understand* and which *interest* him. Next, his faculty of *memory* will have been constantly exercised under that form in which it ministers most readily to the uses of life, *i. e.* concerning *things* rather than *words*. Then his *imagination* will have been educated and directed, in its operation, to legitimate objects. To abstract—to separate the idea from the object on which it has formed itself—to enlarge and to generalize that idea—to compare it with others, and to combine ideas under new forms, giving order and proportion, and beauty of arrangement and disposition, to the parts so assembled together in the mind, and correspondence to some proposed model, or adaptation to some result;—this is the process of invention and the work of imagination. And what but this is done, when, from ideas collected from present objects, a picture is formed in the mind wholly different in the arrangement of its parts and their distribution, and vastly increased in its dimensions? It is in leaving this picture on the mind of the child, vivid in its colours, and complete in all its characteristic features, that consists the art of the teacher.

No single step in this process can be taken without some exercise of the *intelligence*. It is, in fact, from one end to the other, a process of induction, every element of which is linked to another by an obvious causation. Independently of this relation in everything made the subject of observation, there will moreover be some *adaptation* of that particular thing—whether it be a sensible object, or a social or political relation, or a process of art or manufacture—to an end or a result; an adaptation which, if it be not obvious, will form a legitimate subject of instruction, and a means of educating the reasoning faculty in the child.

It is this *educative* character which gives to the course its highest value; and it is, in point of fact, with a simple reference to that character that I have thought it worth while to record here the exposition of it.

Geography acquires its full value as a branch of education only when it loses the character of an accumulation of facts, undigested by the child's mind, but heaped up in his memory, linked by no association with the world of thought and of action which immediately surrounds it, or with that which is within it. Tell the child to observe the lines of the map which hangs perpetually before his eyes, and talk to him only of the *names* of the places indicated upon it, and you will soon weary his attention; but speak to him of the living men who inhabit it—tell him of their stature, and aspect, and dress, and ways of life, and of their forms of worship—speak of the climate of that country—of the forms of vegetable and animal life with which his eye would be conversant if he dwelt there—of the trees and flowers that grow there, and of the birds and beasts—

and you will carry his interest with you. That relation to external things which characterizes their mode of being and condition of life he will understand by a reference to his own; and he will have acquired a knowledge of some of those things, in reference to *them*, the like of which are of interest to himself.

To those persons who are acquainted with our own elementary schools, I need scarcely say that, in proposing such a course of instruction as this, I have had in my view an organization wholly different from that which at present obtains in them, and teachers of another class, and far more numerous, than those who are now too often charged with the responsibility of conducting them.

School Books.

Nothing can be more lamentable than the case in which most elementary schools are left in respect to school books. I have frequently requested the stock of books of the school to be exhibited to me; and I should in vain attempt to describe the feelings with which a man full of faith and hope in the cause of education may be supposed to contemplate that tattered assemblage of miserable pamphlets which was placed before me, with abundance of explanations by what shifts and contrivances these were made to serve the purpose of instructing, it may be, twice the like number of children.

I will venture to say, that there is no one single respect in which the Inspector, if he look into it, will find the shortcomings of the existing means and appliances of education to be more remarkable and more deplorable than this. In very many cases, the clergyman has *to buy all the books himself*; and an additional shilling on each which he purchases for his first class, is a serious matter to him. The master is usually felt to be so inadequately paid, that all which can be saved from the current expenses of the school is considered to be due to him; and he is thus tempted himself to economise to the utmost in books, and stationery, and apparatus, and leave his school bare, and squalid, and poverty-stricken. It is in these matters that the *saving* is always made.

The grants of the Committee of Council, for the purchase of apparatus, are beginning to do something to remedy this; and it is a cheering thing, and a matter of pride and self-gratulation, for an Inspector to enter a school made to look opulent and happy by the well-varnished maps which have been hung upon its walls (by the aid of a grant), and by the easels and black-boards distributed about it. It seems as though education were there well-to-do in the world and comfortable. And when the master goes to the cupboard, and brings out the new globe, or, perhaps, the roll of music-sheets, or the measuring chain, or mechanical model, which are the pride of his heart, and one of the glories of his school, it is impossible not to feel that teaching has in his case—and at a very small expense—been beguiled of many of its discouragements.

It is to the difficulty in purchasing books for the use of the school that I attribute the remarkable fact, that no child is to be seen leaving an English national school with a bundle of books under his arm or a satchel over his shoulder that he may learn at home in the evening the lessons which he is to repeat at school the next day. Thus to a consideration of cost, very trifling comparatively in its amount, an important element in the utility of the school is sacrificed.

For these reasons I beg, respectfully, to submit to your Lordships, whether it might not be expedient to include in the grant for school apparatus, grants also for school books, made on the same terms. No other means would probably tend more effectually than this to raise and improve the character of educational books, and to adapt them to the progress made from time to time in the *methods* of instruction.

The Teachers of Schools.

The average stipend of a master, taken in respect to 55 boys' schools, is 51*l.* 15*s.* 3*d.*; of a mistress, taken in respect to 46 girls schools, 28*l.* 19*s.*; and of an infant-school mistress, taken in respect to 18 infant schools, 18*l.* 6*s.* 1*d.* Out of 54 schools, there is a residence provided for the teachers, rent-free, in 30.

The average age of 21 masters, when they entered on the office of a teacher, was 24 years; and of 21 mistresses it was 22½ years.

Out of 69 teachers, in respect to whom I have referred to my notes, 36 were unmarried; and out of 47, 28 had received previous instruction at some central or model school. This previous instruction is, however, commonly little more than that which is known by the name of "learning the system."

It consists in attending daily for a few weeks, or a few days, at one of the great national schools of some principal town of the district, which has acquired the name of a central or model school.

The funds of such schools, from fees and subscriptions, usually enable their promoters to offer a higher salary to the master than elsewhere, and there the best teachers are generally to be found. But, in many cases, these are really the worst schools. The numbers of the children, whilst they secure a good salary for the master, set at defiance all his efforts to teach them. Such schools are often remarkable for the perfection of their mechanical arrangements; and to those persons who do not consider themselves called upon to look minutely into the educational result of these arrangements, they present an imposing aspect. Looked at as a great machine, the school impresses us with a sense of fitness and adaptation, in the symmetry of its parts and the regularity of its movements. And these characteristics of the whole we refer, either by the relation of a cause or an effect, to the individual parts which compose it. In so colossal a mass, feeling as by a common sense, understanding as by a common intelligence, and acting as by one will,

there is something to which we yield the tribute of our admiration. Its subordination is the representative of that in which we are too apt to comprise all the virtues of the classes beneath us.

To the Inspector, such a scene has lost its interest—he is familiar with it; and all his respect for it has been sacrificed by the neglected state of the education of the individual children, which he finds to be consistent with it.*

It is here that the aspirant for the office of the schoolmaster has been accustomed to study his art, and with the impressions he has here derived, that he has entered upon his mission.

The training schools recently established will supply a better education to a limited number of teachers; but your Lordships' support must be so lent to them as to increase the number of students under instruction in them at least fourfold, or the vacancies in schools will continue to be supplied in a large proportion from the same sources as heretofore.

It is by a remarkable anomaly that the best masters are thus, not unfrequently, found associated with the worst schools.† It shows to us that, however skilful our teachers may become, we shall fail of a successful result unless *a sufficient number* of them be provided, and unless we have *good methods*.

No *method* in the world will accomplish the result we contemplate, unless dedicated, and instructed, and enlightened masters be found to carry it out—masters sufficient in number *themselves* to undertake the task of teaching the children—masters altogether different in general knowledge and attainments from those who have hitherto possessed the elementary education of the country. This is a peremptory want. But let us not disguise from ourselves the importance of *methods*. Method in *every* school there is and must be. No man can teach 70 children, or even 50, or 30, without an organization, without a *method*. A method accordingly exists in our national schools.

The cases are very few in which a master would be permitted, on any representations or views of his own, to change or even to modify that method, received, as it has been, under high sanction and authority, and adopted during a long series of years. But let this point be supposed to be conceded, and the master left to

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* The following is the note which I have made in respect to a school of this class in my last Report:—

"The master is a person of much general intelligence and great experience, having taught the school since 1812, and trained 60 other masters; his school being considered a model school. It presents the very instructive but not uncommon contrast of a high state of apparent discipline, great external decorum, and a perfect system of school movements, with great inefficiency for every useful purpose of instruction."

† So convinced am I that the schools having the best masters are commonly the worst, because the largest, that with the experience of an inspector, were I a labouring man, I would send my child past the door of the great national school of the town in which I might happen to live, to some neighbouring village, where he might have the advantage of the personal instructions of a less accomplished teacher who had fewer children to teach.

his own free and uncontrolled choice as to the organization of his school and the system of instruction which he shall pursue. With 70 or 80, or perhaps 100 children before him, of whom the best instructed cannot read their mother tongue (according to the form in which it appears in our current literature), with intelligence of its meaning, if with tolerable ease and correctness, and of whom the youngest have to be instructed in the alphabet, what *general* education, however enlightened in its character, and what previous inquiries, not specially devoted to the subject of *organization,* will have placed him in a position to deal with this problem?

The easiest solution is that suggested by the practice of his predecessors. Feeling himself wholly unable to teach such a crowd of ignorant children himself, he will set them to teach one another; and by the *same* expedient—in the exercise of the same discretion—shelter himself from the charge of innovation, and avoid a great deal of severe labour which he is not called upon to undergo.

Suppose him, however, *bent* upon self-sacrifice—resolved, as he has taken upon himself the *responsibility,* so himself to discharge the *duty* of educating these children—it is not too much to say, that in very few cases, indeed, will such expedients suggest themselves to his mind—exercising an unassisted and an independent judgment in the matter—as will place the accomplishment of his object within his reach. Looking to the deplorable ignorance of the children, such as I know it to be, and to all that sphere of moral influence and of intellectual culture which enters into the business of education, I believe this remark to be not less applicable to a school of 40 or 50, than to one of 70 or 80 children. Assuredly, that method of instruction which has the sanction of our middle and grammar schools, is not adequate to the result.

Whatever may, however, be the opinion entertained as to the methods of organizing and conducting his school, and teaching his scholars, which the master might under such circumstances *improvise,* the conditions of the problem will not be satisfied unless these be the *best methods,* with reference to the circumstances, which could by any means have been devised.

For the determination of these, the lights of experience, the fruits of meditation, and the guidance of the most powerful minds which have followed out the same path of inquiry, are necessary.

The schoolmaster's duty is not discharged until the best is done by him for his school *that can be done;* and he is a rash man who, with this conviction present to his mind, will venture upon the adoption of methods of instruction, which involve the entire success of his labours, until he has exhausted the inquiry, as to what plans have, under the like circumstances, been devised by others.

It is in vain to urge, that the circumstances under which a master is called upon to exercise the duties of his profession are, in different places, essentially different; and that the system which

adapts itself to one elementary school is not suited to another. There can be no fundamental truth in this assertion. 60 or 80 children, taken from the labouring community in one locality (as the children of our national schools are taken), do not differ in respect to the average standard of their natural abilities, or previous attainments, from a like number similarly taken in any other locality.

Having examined schools in a vast number of different localities, I found the assertion of this opinion on the results of my personal observation. So far as the cultivation of the intelligence of the children is concerned, and the acquisition of technical knowledge, the task of the schoolmaster is, in point of fact, everywhere very nearly the same. And, although some disparity may exist in the religious and moral characteristics of different districts, yet these are but different aspects of a common humanity, leaving to the schoolmaster everywhere nearly the same difficulties to contend with, and supplying to him everywhere nearly the same materials to work upon.

The Monitorial System.

Nothing has more astonished me than to have found amongst all the zealous and intelligent friends of education, with whom I have been brought in contact in my official journeys, so few who have ventured to think or act independently in the matter of *the organization of their schools.* All men seem, indeed, to have a vague apprehension of the necessity of some change in this respect, for the accomplishment of those great results which we are accustomed to look for, from education. Meanwhile, they have been so long in the shackles of the existing system, and it has so far identified itself with their *idea* of an elementary school, that they find the utmost difficulty, even under those circumstances which are most favourable to the effort, in separating themselves from it. I believe that a large portion of them are not aware of the latitude which the National Society so judiciously allows in this respect. It is with a view to bring it more generally to their notice—to lead persons, who are disposed to think on such matters, to think independently, and to secure to those who do not the benefit of the judgment and experience of those who do—that I am desirous to bring the question of organization specially under discussion at the present crisis, which I consider to be favourable to that discussion.

I have for some time felt, that the masters sent out from our training colleges are capable of far better things than have hitherto been accomplished by the elementary schoolmasters of this country, or than they themselves will succeed in accomplishing under the existing state of things. The system of Dr. Bell does not, indeed, contemplate, as originally propounded by him, and as practically applied in many of our large schools, the intervention of a well-

instructed master at all,—otherwise than vicariously, and through his monitors.* During school hours, it provides for him, in his capacity of an educated man and an enlightened instructor, no place in the school, but only with reference to his skill as a disciplinarian, and a man of order and authority. It intends no contact of his mind with the minds of the children of his school; it gives him no opportunity to study their individual characters; and, not being the immediate agent in their instruction, of course none to adapt the means and the subjects of instruction, in any degree, to the exigencies of each—to develop that of which the growth has been kept back, to strengthen that which is weak, and supply that which is deficient.

Amongst the duties of a master there is none of which we labour so much to impress upon him the importance as those which are connected with the religious and moral culture of the children. He is to exert a direct influence in the formation and development of the moral and religious character of every child. He is (at least so we say) to *study* the child's character, to observe where it is feeble, and, where faulty, to reprove, to correct, to strengthen, to establish, as far as in him lies; and, under the Divine blessing, to build the poor child up in the nurture and the admonition of the Lord. In this sense, his is not a profession, but a mission, in which are involved results of paramount importance. He is not merely an instructor, but an *educator*.

I see men daily entering upon this mission, some of whom, at least, are not unworthy of it. But it makes me sad to think how, under the existing state of things, these men will be disappointed of the result—how all will turn to ashes in the mouth. The cause of education sustains no common loss, when the missionary spirit with which each of these men sets about his work is extinguished, and the moral and intellectual culture of an accomplished

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* "From his place (chair or desk)" says Dr. Bell, describing the functions of the master, "he overlooks the whole school, and gives life and motion to every member of it. He inspects the classes one by one, and is occupied wherever there is most occasion for his services, and where they will best tell. He is to encourage the diffident, the timid, and the backward; and to check and repress the forward and presumptuous; to bestow just and ample commendation upon the diligent, attentive, and orderly, however dull their capacity, however slow their progress; to stimulate the ambitious, rouse the indolent, and make the idle bestir themselves: in short, to deal praise and displeasure, encouragement and threatening, according to the temper and disposition of the scholar. He is occasionally to hear and instruct the classes, or rather overlook and direct the teachers and assistants while they do so.

"The advantage is, that not being perpetually occupied, as at most schools, in hearing or instructing one or other of the classes, which necessarily withdraws his attention for a time from the rest of the school, he has leisure to see that all are employed as they ought. The great advantage is, that it is his chief business to see that others work rather than work himself; and that he is most usefully employed in doing what men in general are most ready to do."—*The Madras School, by Rev. Dr. A. Bell*, 1808.

Upon the method of Dr. Bell there is this practical commentary, that the monitors to whom it has transferred the principal task of teaching the children of the poor of this country, are of an average age of *less than eleven years*.

teacher, on which we have been employing so much pains and cost is, all,—by a process of continual discouragement and gradual disuse—allowed to rust away.

Whilst the system as originally propounded by Dr. Bell prescribed no other duty for the master than a general supervision of the school,* it is nevertheless true that, by what must be considered an innovation upon his plan, it has come to be considered as a part of the master's duty to go to the classes daily, in succession, to take the book out of the hand of the monitor who is teaching the class, and himself to continue the lesson which the monitor may then happen to be giving. An opportunity is thus afforded the teacher to judge of the progress of the class, and an example is given to the monitor of the way in which he is expected to teach it.

If a school of 150 children be imagined to be divided into 10 classes, and due allowance be made for the portion of the master's attention which must after all be given to that general supervision of the school, to which Dr. Bell would have given the whole of it, it is obvious that the master's intervention in the instruction of any individual child cannot but be exceedingly slight and cursory, and the impression he leaves upon the child's mind trivial and unimportant.

Much less of his time is, I fear, actually employed in thus teaching from class to class than is supposed.

To persons who are in the habit of visiting national schools, it is not a common thing to find him thus occupied. Nor is it perhaps fair to the schoolmaster, considering how much we all need support in a rugged path of duty, to leave him to the temptation of *this* additional motive to spare his own labours, that everything in the business of the school is provided for without them.

I cannot, indeed, see what is the use of training masters as we do, for the schools they have to teach; unless, indeed, it be that each may, in the contrast of his qualifications as a teacher with the functions assigned to him, bear a silent, it may be, but a constant and an unanswerable, testimony to the evils of the system in which he is called upon to take a part.

I have often witnessed with pain the attempts of a master, such as this, to leave some impression of his own knowledge upon the minds of the children; to exercise, in short, some of those functions of an instructor for which he has been carefully prepared. Standing surrounded by his school, perhaps of 150 children, divided into 10 classes, with as many teachers, and as many different subjects of instruction all going on at once, and each at such a pitch of the

* To this must be added the duty of instructing the monitors after school hours—a duty which has, I fear, come to be greatly neglected, because it gives additional hours of labour both to the masters and the monitors, because the parents do not like their children to be kept in after school hours, and because the almost universal employment of monitors, as such, on *alternate* days *only*, affords a sufficient excuse for dispensing with it.

voice as to be audible above the surrounding tumult—a tumult which has a perpetual tendency to rise to a hubbub, because every boy, speaking only just loud enough to make himself heard, any accident which raises the voice of one must be followed by an elevation of the voices of all the rest,—I have seen an excellent, accomplished, and painstaking teacher make the attempt under such circumstances to give a lesson to the first class in his school—say a lesson in geography. With the map before him, and the class grouped around, he collects his thoughts, and endeavours so to arrange them as to give to the knowledge he desires to impart the easiest access to the minds of the children—to enlist their interest and command their attention. But with this effort he is making another—he is labouring to subdue the excitement which has been awakened in his mind by noise and disorder, which he perceives to have been gradually increasing from the moment that his attention has been diverted from a general supervision of the school, and his eye taken off it. It is obvious that the school-room has become to him as one vast sensorium—that his feelers are thrown out over the whole surface of it, and his sensibilities awakened everywhere to the quick.

Sometimes he pauses in his discourse, and listens; the perspiration begins to appear on his forehead, and a blow with his cane upon the map indicates the state of his feelings, and for a few seconds allays the tumult. At last, when it is too much to be borne, he darts perhaps from behind the map, recovers with his actual presence and the formidable suggestions of his cane his ascendancy in the school, and gives up his task.

This picture is exaggerated in the details, but it is true in the principle which it illustrates and in the conclusion to which it points. The fact is, that in a monitorial school (I mean a large one), the master cannot, with those useful results which we are accustomed to contemplate, take himself an active part in the tuition. Dr. Bell did not intend that he should, and his system is so arranged as to afford him no opportunity. Under these circumstances the task of an educator (in the true acceptation of the term) will soon appear too hard for him to accomplish—in his position an impossibility. Every reference to it will, probably, be met with a smile, or an expression of incredulity, and every attempt to enforce it by a decided hostility.

If monitors and pupil-teachers could be tempted to remain at school long enough, it might be possible, on the existing monitorial system, to *instruct* the children in reading, writing, arithmetic, and even, perhaps, Bible history, but they could not be educated. To *educate* children, the action of an enlightened teacher upon them is required, with an individual application to each individual mind. There must be the separate contact of the mind of the master with the mind of the child; the separate study of it; the separate ministering to its wants, checking its waywardness, prop-

ping up, and guiding, and encouraging its first efforts, building it up, and establishing it.

The whole time allowed out of the life of a poor child for its school days is all too short, and it is daily decreasing. Nothing can be expected to be done, unless the most powerful of the resources which the schoolmaster has at his command be brought to bear upon every moment of it. If his work be not taken in hand forthwith, not only will he have lost the most favourable season for it, that when the mind is most readily imbued, but *the whole opportunity*. I claim, therefore, as a privilege of the child, and as a paramount duty of the master, that his own individual culture of the child's mind, his own direct and personal labour upon it, should begin from the moment when the child first enters the school, and never be interrupted until it leaves it. That the child should not, for instance, be tossed about, as it passes through the school, from hand to hand, from teacher to teacher, beginning at that of the lowest merit, until, if it ever reach the first or second, it comes at length under that influence of the master mind of the school, which should have operated upon it throughout. It is not by a process thus broken and disjointed, a system, if such it can be called, thus interrupted, that anything great or permanent will be realized. Many elements of the character of the child, which the master would easily have read in the lowest class of the school, will be disguised from him if he first takes it up in the highest; many evils, which he might have corrected then, will now have become incorrigible; much that he might have built up by a gradual process, growing with the child's growth, and strengthening with its strength, will be impracticable to any less sustained and continuous effort.

All this individual action on the mind of the child is perfectly consistent with an application of the sympathy of numbers, in all its power and efficiency to the task of the educator. It is, indeed, the natural and obvious process, when he has studied the child's character of heart and mind, to bring the sympathy of numbers to bear upon its correction, to call in its aid in the process of its formation and development.

Now, it is this function of the teacher which I am desirous to vindicate for him; and not merely to impress it upon his mind in high-sounding but useless words—words given to the winds after he has had a week's experience of his task. I wish to place him in a position in which he can, without interruption, calmly and collectedly gather up his thoughts, brace his resolves, and apply his judgment to the duty.

It is my desire not to leave it vague and indefinite in its application—to the promptings of a sense of duty, unchecked in its operation, unobserved, or unencouraged. I look at it as a practical man; and I know that if subjected to the control of no other influences than these, if left to be done occasionally, incidentally, and as circumstances may arise, in the great majority of cases it will

not be done at all. With the knowledge I have of the actual business of a school, and the difficulties a master has to contend with, I wish to leave him no excuse for postponing it, or for passing it by.

But to make it his duty, his principal, if not his whole duty—to set apart a time for it—to prescribe it in the routine as something to be done by himself, to be delegated to no other hands—an integral part of the school business, as necessarily and as essentially as is any other,—as reading, or writing, or the Catechism.

For this purpose I require for him a separate room—a silent room—a room in which no other voice is to be heard than his own, or that of the child whom he is at any moment examining;—that he should be subjected at that time to no distraction whatever, but that his mind should be *wholly in* the matter in hand.

I conceive that he can give oral instruction under these favourable circumstances to from 50 to 60 children at once; and that if he be allowed two hours a-day (one in the morning, and one in the afternoon) to each such division of 50 or 60 children in the school, beginning from the youngest, and if he be an accomplished teacher (such as our training institutions now annually yield, *many*), then, I believe, that even in the short time allowed us of the children's lives for school purposes, he can do a great deal towards *educating* them; for, however unfavourable may be the estimate we are compelled to make, in the existing state of the labouring classes of the home influences to which they are subjected, opposed to the objects of the school, it is to be borne in mind that we have them in our schools during one-half the day, and that in the sympathy of numbers we have a vast resource given us to work out our results. I believe, moreover, that by this direct agency of the master himself in the instruction of the child, that unfavourable estimate of elementary education which prevails among the poor, will gradually be replaced by a public opinion favourable to it, and home influences made to operate in aid the objects of the school.

Plan for the Organization of an Elementary School.

Before I go any further with the exposition of this plan, I must state that I am far from putting it forward as the best plan that could be devised, or from wishing to force it on the elementary education of the country as the type upon which the organization of every school is to be formed. Were I certain that it was the best method that could be devised, in the existing stage of our educational progress, any such measure would, I think, be the worst that could be taken.

What we appear to want now, is the free action of thought upon education, and that public interest which is the result of such action—the collision of system with system, and method with method. This suits the character of social and political relations among us, and the regimen of public opinion. Nothing could

be worse than to stretch education again upon the rack of a system, or to put it in an iron boot. I am very far, however, from believing that which I advocate to be the best system. I have compared it, of course, with all others that I know of, and give it the preference; but, I am of opinion, that we are yet in the infancy of our knowledge and experience in such matters, and that something a great deal better will soon be devised.

Meanwhile, the bringing of this forward will contribute to that end, because it will open up again the question of organization, agitate it, and provoke the discussion of it on *new principles*.

Let me, before I proceed further, renounce all claim to having *originated* the plan of organization which I am about to detail. I found it in operation (as to its fundamental principles) in the school which was formerly the sessional school at Edinburgh; and which—partaking in the Free-church movement—when I visited it, had, under the auspices of Mr. Oliphant, its master, left the great room in which it was first established, and had for so many years been taught, and taken possession of the ground floor of a house in which were some large apartments used I believe as music-rooms.

It was the accidental circumstance of the distribution of these rooms which appeared to me to have, in some degree, suggested to Mr. Oliphant, the plan of organization which is the basis of mine, but which I develope in some respects under a new form.

The first, then, and essential element of it, is the separate room for oral instruction, the devotion of the labours of the head-master chiefly to this object, (relieved occasionally by the second-master or pupil-teacher, with whom he exchanges duties), and the throwing of the children in three great divisions (of 50 or 60) successively into that room, for an hour twice a-day, for the purpose of that instruction. Every other element of the plan admits of modification, but not that. If that feature of it be sacrificed, then the most important results which I contemplate from it will, in a great measure, I conceive, be lost. It is no longer the plan which I recommend, or one from which I anticipate any very decided advantage.

Whilst in all that requires the independent exercise of judgment and discretion in the business of instruction—in all that involves the sanctions of religion, and considerations of moral responsibility, and thus needs to be presented to the mind of a child with the gravity and the authority which can only be brought to it by the mind of an adult teacher; and in all that concerns the development of the judgment and intelligence of the child—the direct interference of the master in its education is necessary to any useful result, as well in reference to the youngest child in the school as to the oldest; I am not prepared to deny that there are certain elements in the business of a school, which, being essentially mechanical in their nature, may, under due supervision and with proper limitations, be conducted on the principle of mutual instruction. Reading, for

instance, in respect to which I have found no process of simultaneous teaching effectual in the Greenwich schools, may, I conceive, as to its mechanical elements, and with a view to that individual instruction and mechanical practice which it requires, be taught by the aid of monitors—as young even as some of those to whom the whole business of instruction is intrusted in our existing schools—provided that each reading lesson so given is checked by a subsequent examination of the master; and that the subdivisions of children placed at any time under the instruction of a single monitor, do not exceed eight, or at the most ten, in number.

This being premised, I will suppose the subjects of instruction in elementary schools to admit of the following division:—

1. Those which are properly the subjects of Oral instruction.
2. Reading.
3. Writing, slate arithmetic, drawing, committing to memory —being silent occupations.

For these three subjects, I suppose separate localities to be assigned. 1st. A gallery and a separate room for oral instruction. 2nd. Parallel desks arranged in groups for writing, &c. 3rd. An open area or floor for the subdivisions receiving instruction in reading.

Corresponding to these three distinct branches of instruction, I propose that the children be formed into three equal divisions and that, when the morning devotions and the Bible lesson have terminated, each division passes to one of these localities, and receives instruction in those elements of knowledge which are proper to that locality.

Calling the divisions, for instance, I., II., and III.; Division I. will take its place in the gallery for oral instruction; Division II. at the desks for writing, &c.; and Division III. (in subdivisions of from 6 to 10) upon the floor of the school-room, for instruction in reading (or in the room set apart for that purpose, with a gallery,&c., if it be proposed to adopt the simultaneous method of teaching reading). Now it will be observed, that there are three hours in the morning and, in summer, three hours in the afternoon devoted to school business. I suppose the above distribution of the school to remain during the first of these hours. At the expiration of that hour, a change takes place; that division which was in the gallery receiving oral instruction, passes to the desks for practice in writing, &c.; that which was at the desks, to the floor of the school-room for reading; and that which was reading, to the gallery, for examination by the head-master in that reading lesson, in which the whole division has been receiving the instruction of the monitors. This arrangement continues during the second hour: a similar change takes place at the commencement of the third; and so each division passes in its turn (in the course of the morning) under the personal examination and oral instruction of the master; each is occupied during an hour in writing, slate arithmetic, &c.; and an hour is devoted by each to mechanical instruction in reading.

If the localities appropriated to, 1st. Oral instruction. 2nd. Slate Arithmetic. 3rd. Reading, be represented respectively by the letters A., B., C., and the three equal divisions of the school by the symbols I., II., III., the following time-table will represent compendiously the arrangements which I have described in detail:

Hours.	I.	II.	III.
9 to 10	A.	B.	C.
10 to 11	B.	C.	A.
11 to 12	C.	A.	B.

I have appended to my Report the plans of four school buildings adapted to this tripartite arrangement of a school. The localities set apart for the three divisions of the subjects of instruction are marked by the letters A., B., C. Each set of buildings includes apartments for the teachers; and the plans are accompanied by elevations designed by your Lordships' architect. It will be observed that, the first or lowest division of the school is occupied during the first hour in reading; that it is then placed under oral instruction, which oral instruction, conducted by the head-master, is supposed to be founded (where that is practicable) upon the reading lesson which the children have just been practising, and which always commences with an examination as to the extent to which they have acquired the power to read it mechanically. For the results of this examination, the monitors who have been employed in teaching it, are supposed to be held, in some degree, responsible. The teaching of that lesson to each child in his subdivision, being understood to be assigned to the monitor as his task; the due performance of which is afterwards to be inquired into in every case by the master.

In carrying out this plan, I propose that the boys and girls should, in the morning, be taught together; I claim, however, the services both of the master and the mistress then, as well as in the afternoon. For schools whose average attendance of boys and girls does not exceed 100 this will be enough. For every additional 25 children, there should be a pupil-teacher; and if the number exceed 200, one of these at least should be replaced by an assistant-master.

The station of the mistress is to be the reading-room; that of the pupil-teacher, the desks where writing and slate arithmetic are taught; and that of the master, the gallery where oral instruction is given.

I propose then, in respect to the hours of morning instruction, that the teaching of reading shall be intrusted to the mistress.

That for the purpose of this instruction, each of the three divisions of the school shall, during the hour when it occupies the reading-room, be formed into two sections, one being composed of as many of those children who are most backward in their reading as the mistress can herself adequately instruct in a single class, the other section being broken up into sub-sections, each composed of not more than 8 children, and each placed in charge of a monitor.

The whole of the children of each of the great divisions is, when in the reading-room, to be occupied in reading the same lesson; and the time-table of the schools, to provide that, when the hour allotted to it in the reading-room is expired, it shall be transferred to the gallery for oral instruction by the head-master, such oral instruction always commencing with an examination upon the reading lesson which has preceded—first as to the ability of the children to read the lesson accurately; secondly, as to their intelligence of the subject-matter of it. If the reading lessons be properly selected, they will frequently serve as the foundation of that oral instruction of the master which is to follow this examination. In those schools to which no infant school is annexed, some of the children will probably be so young, and so imperfectly instructed in reading, as to render it expedient that they should remain in the reading-room during the period assigned for instruction of the lowest division in writing, and during one of the two periods allotted every day to the oral instruction of that division. This is a modification of the plan, in respect to which the master will exercise his discretion.

The writing, practice of arithmetic, drawing, &c., will be placed under the supervision of the pupil-teacher or assistant-master, who will nevertheless relieve the head-master, changing places with him from time to time, and taking up his task of oral instruction; but not at any other times, or in respect to any other subjects, than such as are prescribed in the school routine, and have received the sanction of the school committee. It is not, however, to be supposed that the master to whom the duty of oral instruction is assigned is constantly to be occupied in *talking*. His duties include examination and the hearing of lessons; and from time to time he will pause, and require the children to write down their recollections of the lesson he has been giving.

In the afternoon I propose that the girls should be taught to sew by the mistress in the room appropriated, in the morning, to reading; and that the boys be formed into three divisions, as in the morning, and similarly occupied; the two divisions employed in oral instruction and writing occupying one of the remaining rooms, and the other being appropriated to reading, under the supervision of the assistant-master or pupil-teacher. The number of children composing each division being greatly less in the afternoon than in the morning, I anticipate that the supervision of that division which is occupied in writing, under the care of an elder child or monitor,

will not interfere materially with the important task of oral instruction, with which he is more particularly charged, more especially as that task is not supposed to be incessantly plied, but alternated with periods when the children under oral instruction may be writing out exercises on their slates, or working examples in arithmetic, the principles of which branch of science I suppose to be taught as an important department of oral instruction.

The duties of the master will be relieved by those of the assistant-master or pupil-teacher in the afternoon as in the morning, and under the same circumstances.

It is a characteristic feature of this arrangement, and that which I have principally in view in recommending it, that it brings each individual child, from the least to the greatest, every day, during one-third of its school-hours, under the personal instruction of the master; that it places the master under the most favourable circumstances which I can devise for conveying that instruction to him; that it compels him to take up the study of the child from the moment when it first enters the school, and that it entirely takes away from the duties of the master that voluntary and irresponsible character which they are made to assume, by a system which provides for the carrying out of the entire business of instruction without his intervention; that it emancipates the children from the monotonous control of the monitors, and from the noise of the reading-room, during two-thirds of the day; that when the children are under monitorial instruction, it places them in groups, under the charge of each monitor, less in number by one-half than the classes usually assigned to the charge of a monitor, all day long, by the existing system; that for the *great* business of the elementary school, *Reading*, its most tedious and difficult task, it provides, moreover, the services of an adult teacher (the mistress), who is supposed to employ assistance of monitors only in respect to those children whom she is unable to teach herself; that each reading lesson so given is followed by an examination, as to the success with which it has been given, by the master; that whilst the services of the mistress are rendered available in respect to that branch which, however important, does not (under the circumstances) suppose in the teacher that higher degree of attainment and general ability for the management of a school, which are so rarely found united in a mistress—it secures, nevertheless, to the girls (to whom it is at least as necessary as the boys) the highest order of instruction which the school will supply; that in respect to existing schools, it provides for this, without dispensing with the services of the mistress, or altering the present arrangements as to her salary; that, in respect to new schools, it enables the master to employ the services of his wife in the business of the school, under circumstances (with reference especially to that higher standard of education at which we aim) in which they would not otherwise be available; that it economises the labours of the pupil-teacher, making, by the union

of the two schools, one such teacher sufficient where two would, if the schools were separated, be necessary. Lastly, that, providing for those technical branches of instruction which are not only valuable in themselves, but necessary to secure that public opinion of the parents favourable to the school, on which its success must after all depend, it provides further for that oral instruction of a more general kind, which aims at results less tangible, indeed, but the highest contemplated in education, and the most valuable; that extends the benefits of this form of instruction from the highest to the meanest and lowest child, and that it brings to it the master-spirit of the school, and all the sanctions with which the authority of the highest office can surround it; that in respect to his own individual part in the labour of teaching, it does not leave the master to the influence of no other motive than his own sense of duty, or that desire for excellence which it is so difficult to preserve in a remote and unobserved school, subject as it is to the antagonism of those prejudices which, lingering in the public mind, too frequently interdict all sympathy in his labours; but that it contemplates a system of instruction in which his labours shall constitute an integral part and prescribes the subjects which he shall teach himself, and the times when he shall teach them.

For organizing a school on this plan, during one portion only of the day (the morning), two rooms only are required, it being quite practicable to devote a portion of that room which is reserved for oral instruction to the silent occupation of writing; or to teach one division writing, &c. (as at present), in the room where another division is reading. In respect to the occupations of one portion of the day no other alteration in existing school buildings is therefore necessary than a fresh arrangement of their desks and benches; if the girls' and boys' school-rooms communicate with one another.

The expense of Maintaining a School on the Tripartite Plan.

The plan which I have proposed is, in comparison with that at present in use, an *expensive plan;* and it is my intimate conviction that if the poor of this country are to be adequately taught, the proportion of the number of adult teachers to the number of children under instruction must be increased,* whatever may be the plan adopted in teaching them.

A second cause of expenditure in respect to schools conducted on this plan will be the necessity of providing, in many cases, an additional room. In respect to new school buildings, the additional expense thus incurred will be very trifling. Indeed, by a more

* It will be observed, that the necessity of superseding the monitors in schools by adult teachers, being supposed, there is a great economy in the union of the boys' and girls' schools, and the employment of the mistress in the instruction of a division composed both of boys and girls. One assistant-teacher is thus made to serve for both schools; whereas two assistants would, under the same circumstances, be necessary if the schools were divided.

careful attention to economy of form in construction and of arrangement, school-houses may be erected affording the accommodation of three school-rooms instead of two,* at a cheaper rate, probably than many of those heretofore built, to supply accommodation to a like number of children in two rooms. The economy of form and arrangement to which I refer consists in the substitution of a square plan of the building for a long and narrow one. This form is observed in the plans which I have appended to this Report. I am aware that the local resources of schools are in a great measure exhausted by the expenditure already made for their maintenance; and that every plan for their improvement, involving, as it will be found to do, an increase of that expenditure, must depend for its success on the aid which Her Majesty's Government may deem it expedient to extend to them.

The Co-operation of Parents.

In endeavouring to convey to your Lordships the impressions I have received as to the existing state and prospects of education, from my experience during the last year as an Inspector, I have limited myself to the consideration of the adequacy of the means and appliances for instruction which are put in operation in *now existing schools*, and have left out of my view all that educational destitution which arises from a deficiency in the *number of schools;* because it is obvious that, on the question how far the existing schools are efficient for the purposes for which they were erected, depends very much the expediency of erecting others.

To the success of the school, the first condition is the co-operation of the parents of the children who are to be instructed. In recording my belief that this co-operation is in a great measure wanting, I am but giving expression to an opinion entertained by all those persons interested in elementary education with whom I have conversed on the subject.

In 94 schools which I visited during the year 1844, erected to contain 11,147 children, and to provide for the educational wants of an aggregate population of 247,199, I found 6351 children assembled. These schools were therefore but little more than

* In recommending that different divisions of the school, when under instruction in different subjects, should be taught in separate school-rooms, I am happy to be able to support the opinion I have formed by that of M. Cousin, whose authority in matters connected with the education of the people your Lordships will appreciate: —"When," says he, "so many children are employed in different occupations, there must necessarily be a noise; this may be no inconvenience to the younger ones, who are engaged in things almost wholly mechanical, but it must be an annoying disturbance to the more advanced pupils.

"Instead of one vast room, it would be much better to have two or three smaller ones adjoining each other, where the different divisions might be taught. I again repeat, that the object is not to make a gratifying display of a large assembly of children under the tuition of a single master, but how to obtain the best education for every individual child; and to do this there must not only be different classes in the school, but there must be a separate room for each class."—*Cousin, on Education in Holland.* p. 71

one-half, or, more accurately, *four-sevenths* full, and but 1 in 39 of the whole population, for whose benefit they were provided, was under instruction in them. In 44 of the schools which I have visited during the last year, erected for a population of 218,094, and providing accommodation for 10,317 children, I found 4108 assembled. 1 in 53 of the population only, therefore, availed themselves of these schools,—although 1 out of every 4 is of an age to go to school (from 3 to 13),—and the schools were only one-half full.

If that co-operation of the parents, which is implied in sending their children to be instructed in the schools, be secured only to this limited extent, it is not to be wondered at that the school-master should call in vain to his aid those *home influences* of a higher character favourable to his task, which in other grades of society, and under other circumstances, are among the most powerful of the resources of education.

This indifference of the parents results either from their own want of education, and inability from that cause to appreciate it, or from the low estimate which they may possibly have formed of the character of that particular form of education which is offered to their children, as to the subjects which it embraces, or the manner of conducting it.

That the first-mentioned cause, their own want of education, is not itself sufficient to account for their indifference, appears sufficiently obvious from the fact that where the second cause has been removed, where the education offered in the school has been rendered thoroughly efficient, or where an impression, whether true or false, has been produced upon the minds of the parents that it was so, there I have invariably found their indifference to be removed. It is, I believe, the concurrent experience of persons interested in education, that, where a really good school is offered to the labouring classes, they are found ready to make some sacrifices to secure for their children the benefits which it offers.

That is an encouraging view of the prospects of education which this fact discloses to us; for to whatever extent the indifference of parents is associated with the character of the instruction offered to their children, it may obviously *be removed,* and with it the greatest obstacles we have to contend with.

It is this, more than any other cause, which robs the school of the children at that early age when they first begin to reason and to think.* It is this which causes the irregularity of their attendance, and which lies at the root of their apathy and indolence when under instruction.

* Very few children at present remain in our schools after the age of 12 years. The average age of the children of the schools in my district is from eight to nine. It is the prevalent impression that things are daily getting worse in this respect; so that we may expect, unless some expedient be devised to give the parents an interest in the schools, that they will eventually be reduced to a state little removed from infant schools.

It is this, too, which is a principal cause of the poverty of schools; for if the labouring classes, particularly those of manufacturing districts, were not indifferent to the education of their children, they would be found ready to pay for it (and this is a matter of experience) a larger sum than the weekly penny or twopence which they are at present charged.*

Thus the whole question resolves itself into that of the *efficiency* of schools, with reference not less to the methods than to the subjects of instruction, and their adaptation to the educational wants, and, in some degree, to the opinions and prejudices of the persons whom they are intended to benefit.

The poverty of Schools.

The systems of Bell and Lancaster were introduced at a period when public opinion on the subject of education was not so far advanced as it now is, and when the public aid was not, to the same extent, contributed for its support. If to the other difficulties opposed at that time to the introduction of popular education, the expense of maintaining it had been superadded, the spirit of antagonism then abroad would probably have been successful. It was, therefore, hoped to make it self-supporting; and although this expectation has been but in very few cases realized, yet the method of Dr. Bell (the monitorial system) has been found by experience to be pre-eminently a cheap method of instruction; and could no other reason be alleged, this is sufficient to account for its adoption by those eminent persons, who then so perseveringly and so successfully laboured in its cause; and for the hold which it has so long had upon the education of the country. It is a reason which now, however, that a due value is set upon popular instruction, has lost much of its authority.

I believe that the opinion which I have here expressed is held substantially by the great body of the friends of education, and that the public mind, so far as it is interested in this matter at all, is fully ripe for a change.

To the state of educational progress, indicated by this fact, the action of the Committee of Council on the public opinion of the country, during the last few years, has greatly contributed; and it is for this reason that a grave responsibility seems to me to rest upon it as to the system by which that now about to fall into disuse is to be replaced.

To take away from the master his monitors, and expect him to teach, unaided, the crowd of ignorant children intrusted to his charge, would be to assign him a hopeless task. It would be to *dis*organize his school.

It is for these reasons that, in another part of this Report,

* The average fee per child, taken in respect to 61 schools and 7836 children, I found to amount to 5*s.* 8*d.* per annum.

I have brought the subject of organization specially under your notice.

It is sufficient for me here to state, that all plans for that object involve an increased expenditure in the maintenance of schools, by the introduction of a greater number of adult teachers into the business of elementary instruction, and the employment of a class of paid pupil-teachers, supposed to be preparing for the office of master.

Every such plan supplies, moreover, new and higher functions of the master than have hitherto been assigned to him. These will, in few instances, be efficiently discharged, unless he have received some previous instruction in a training college of a professional character; and they suppose considerable enterprise and energy of character and a high standard of general attainment. Masters of this class cannot be procured, or at least kept, on the stipends which have been found sufficient to retain the services of the master of an ordinary monitorial school. So that, not only in respect to the number of adult teachers, but in respect to the stipend of each, does this change involve, in every school, an increased expenditure.

I believe that the additional funds necessary to this purpose cannot be raised by local contributions, unless that stimulus be superadded which Government aid can alone supply.

Every means at the command of the clergy for drawing forth the voluntary contributions of the people appears to have been exhausted; and in respect to the only 34 schools, the returns of whose income and expenditure, made to me during the last year, are complete, I find that there is a deficiency in the aggregate income of 224*l.* 17*s.* 11*d.* The whole expense of conducting those schools being 3645*l.* 12*s.* 2*d.*, and their whole income 3420*l.* 14*s.* 3*d.*, making an average deficiency of about 7*l.* per school. I have reason to believe that this is not otherwise than a fair sample of the state of the funds of schools generally; and that the deficiency is, for the most part, supplied by the private contributions of the clergy, made often in diminution of a very limited income, and with the sense of a divided responsibility.

I cannot, indeed, but take this opportunity to convey to your Lordships the sense I entertain, upon information which could come to the knowledge, as I believe, of no other person than an Inspector, of the self-sacrifice of the parochial clergy in this matter. The burden assuredly does not rest evenly upon their shoulders and those of the laity.

The deplorable state of poverty, in which the facts I have stated show the schools to be, operates to their prejudice in various ways. In the first place, it has led to the introduction, and perpetuates the employment, of a class of schoolmasters who are wholly unequal to the duties intrusted to them. School-buildings are now erected, by the aid of your Lordships' grants and those of the Na-

tional Society, with comparatively little difficulty. The embarrassments of the clergyman begin when the school-room is completed. Finding himself completely unable to guarantee the salary required by a master instructed in one of the training colleges, he is obliged to accept the services offered to him, perhaps by some person upon the spot, whose chief recommendation, next to the indispensable one of a high personal character, may be his disqualification for any other pursuit in life. Under the auspices of such a teacher, the school drags on a spiritless if not a lifeless existence; standing the tangible representative of that instruction in religious knowledge according to the doctrine and discipline of the Church, and in useful secular knowledge, which it does not accomplish; fostering the prejudices unfavourable to national schools which have gained such ground amongst the poor; an obstacle to the cause it is established to promote rather than a means to its advancement.

The poverty of schools is, in the second place, to be seen in the inadequate supply of school-books. I have already called your attention to this subject in my present Report, and yet more fully in my last (p. 520). I know of nothing which would more advance the cause of education than to render easy the purchase of books.

Another evil, resulting from the difficulty in maintaining schools is, that the clergy are deterred by this difficulty from undertaking the responsibility of establishing them.

And last and chiefly, it is the poverty of schools, by which the monitorial system—of the inefficiency of which this Report and that of every other Inspector supplies your Lordships with the evidence—is perpetuated in them.

With a view to the remedy of these evils, I beg respectfully to submit, that the principle upon which the public funds are made to contribute towards the erection of *school-buildings* is applicable to the *maintenance* of the schools, and that it would be found in practice to be equally free from objection. The great danger to be guarded against in respect to all such aid is, lest it should dry up those sources of private benevolence, which, however inadequate, are in their amount considerable, and which are not only of importance in diminishing the public expenditure required for this object, but as the exponents of local sympathies, and the means of calling forth local co-operation. By the particular expedient adopted in respect to grants in aid of the building fund, the amount of local contributions to that fund has, however, been largely *increased*. And there can be no question, that the sum raised locally every year for the *maintenance* of schools, would, in like manner, be greatly augmented in amount, if Government aid were, by the same judicious expedient, offered to meet it.

Among the many advantages which would result from such a measure, it is not the least, that by the facilities which it offers for the *support* of schools, when established, it would lead to the establishment of many new ones.

I know of no other measure, which, in its practical operation, would more entirely meet the views and the wishes of the promoters of schools, or contribute more directly to the progress of elementary education, than one for contributing to the support of apprentices or pupil-teachers. It is a recommendation of this measure, that it will provide for the more liberal maintenance and support of the training colleges, and to the supply of a continual succession of candidates qualified for admission to them.

From the laborious character of the schoolmaster's life, and its privations, it is not probable that many persons should be found to seek it, whose friends are in a position to pay for them an annual premium of 25*l.* or 30*l.*, unless, for some reason or other, they be disqualified from pursuing with success other avocations in life.

In so far as the *self-supporting* character which is sought for these institutions is realized by the contributions of the relatives of the students themselves, its tendency is, therefore, to *lower* the general standard of ability and qualifications for the office of a schoolmaster instead of raising it; affording facilities for introducing into that office persons, who, but for the sanction and recommendation of the training colleges, would with difficulty find their way to the confidence of the persons whose children they undertake to instruct—persons disqualified, in point of fact, for that office; for it is to be borne in mind that precisely those qualities of mental and bodily activity, judgment, enterprise, and perseverance, which lead to advancement in every other pursuit in life, are necessary to the success of the elementary schoolmaster, and that the man is disqualified for that office who is unfit for any other.

I look upon it, therefore, as a principal recommendation of this scheme, that it provides for a succession of candidates for the training colleges, selected with a special reference to their qualifications for the office of the schoolmaster, educated with a view to it from an early period, under the care of experienced teachers and the active supervision of the clergy, and stimulated and encouraged by the periodical visits of the Inspector; and that it provides for their maintenance and support at the training colleges, when this first and preliminary stage in their professional education is completed.

Some Branches of Practical Science admit of being United with Elementary Education.

The experience of the Battersea Village School, the lower school at Greenwich Hospital, the Chester Model School, and the Practising School at St. Mark's College, has shown that the science of mechanics, under one of its simplest, but perhaps its most useful practical forms, is capable of being introduced with entire success into the business of elementary instruction.*

* Mr. Tate, the Mathematical Tutor at the Battersea Training School, has recently published a little work on Practical Mechanics, specially adapted to the use of elementary schools.

I am informed, moreover, that instruction in agricultural chemistry is likely to become general in the parochial schools of Scotland.*

I am aware that there is nothing in our existing National Schools to correspond with a course of instruction like this, and that to attempt to introduce it in them, as now conducted, would be to ensure disappointment. But I have in my view the possibility of providing, by the aid of a greater number of adult teachers, such an organization of schools as shall bring every child during two hours of every day under the direct instruction of a master, capable of teaching, together with those other subjects which are proper to elementary instruction, the first principles of practical science. A master, in fact, such as our training schools are now beginning to yield, destined for a higher stage in the progress of education than any which it has yet reached.

Nothing can scarcely be more important in secular things than, as to some one element of a child's education, to furnish it with resources for that great struggle with the material elements of existence which is to form the chief occupation of its future life, and in childhood to call into operation some processes of thought, of which the movement will be carried on through youth and manhood.† It is a great thing to have made the labouring man a student, even if it be only in respect to that one form of matter, or process of art, from which he compels his daily subsistence. A thorough mastery of one branch of knowledge constitutes, indeed, in itself an education. The man who has accomplished it is prepared to master the whole. It is more effectually a *drawing out* and a discipline of his mind, than instruction extended over a wide field would be, if less honestly sought or less entirely achieved. In this sense the value is determined, not by the quantity, but by the *quality*, of the acquisition; by the amount of patient and earnest thought which has been brought to bear upon it, and the habit of reflecting which has been formed by it, and the power of reasoning and understanding which has been cultivated by it.

The labouring man may have been taught many other things

* The excellent little Catechism of Agricultural Chemistry of Professor Johnson is specially adapted to the use of elementary schools.

† It is a matter of frequent remark among those persons who are accustomed to watch the results of our elementary teaching, that the knowledge of the children, even that which is merely technical—reading, writing, and arithmetic—is very soon lost. The school is altogether thrown off, and in a few years, perhaps months, no impression of it remains. The reason, no doubt, is, that the real business of the child's after-life supposes none of this knowledge, and gives no application to it. It would not have been so in respect to knowledge, of which its every-day pursuits offered to it the application, or which was suggested again to its mind by everything which was going on around it, in the workshop, or the factory, or the district which is the scene of its labours.

It is probable, moreover, that the child's knowledge of the technical branches of instruction would not have been so soon lost if its education had in other respects been such as to give it an interest in the acquisition of knowledge under any definite form; and thus to commence in its mind that process of self-instruction as to any one subject, which supposes, in a degree, the constant exercise and the progressive development of everything else that it has learned.

at school; but, practically, that which is associated with the earning of his daily bread is that which will remain in his mind. He has found that task one which, if it did not fill up the full measure of his time, occupied, at least, all his thoughts. To know, then, the secret that lies hidden in the matter on which he works, associated as that secret is with his craft; to reflect upon it—to understand it—in secular matters, this is the proper sphere of his knowledge. Let it not be said that it is a narrow sphere. On the contrary, that is a wide domain which is embraced in the knowledge of any one fragment of the universe, for it is united by great general laws with a knowledge of the whole. Some such fragment lies before every working man. To tell him that he is to shut out from it the exercise of thought, or that the proper functions of his intelligence,—in respect to secular things,—lie rather in some other path than that, is, to a certain extent, to contravene the order of God's providence in respect to him.

Nor need the workman think, however humble be the craft he exercises, or common the form of matter on which he is called upon to labour, that the science of it is a thing of small account. Nothing is of small account which comes from the hand of God, or any truth which is a manifestation of the Divine mind. The man who has acquired the knowledge of a law of nature holds in his hand one link of a chain which leads up to God. It is the development of a truth which was pronounced before the foundations of the world were laid. In the eye of philosophy, the matter which cumbers it falls off, and it is seen intrinsically as beautiful when coming from one concealment as from another—when developed from the rude fragment of a rock or from a sunbeam—when found in the organization of an insect, or in the mechanism of the heavens.

It is in the separation from labour of that science or knowledge which is proper to every form of it, that consists the degrading distinction of a class of the community (in the language of the manufacturing districts) as "*hands.*" "*Hands!*"—Men who take a part all their lives long in manufacturing processes, involving the practical application of great scientific truths, without ever comprehending them—men, who have before their eyes, continually, mechanical combinations, the contrivance of which they never take the pains to inquire into—men, in respect to whom the first step has never been made which all these things would have continued, the first impulse given, which these would have carried on—men, who, with the subjects of thought all around them, and with everything to impel them to the exercise of it, never exercise thought; and so, the obvious means of their education being passed by, remain always "*hands.*"

I know how many are the objections raised to this view of the functions of education. We are told of the oppositions of matter and mind, and of the circumscribing and deadening effects of matter

upon thought. As though matter were not full of the elements of thought, and the appointed field for its exercise to those whose avocation it is to subdue it to the uses of man; and as though, whilst the power over outward things is enlarged by the exercise of reason and reflection, the inward life did not also gather strength.

We are told, moreover, of the evils of associating knowledge with gain. As though, in the gainings of a labourer such as that man becomes who associates with them the cultivation of his mind, there were not implied the comforts of a home and the exercise of the domestic affections; and as if, in these things, there were not given to us by God the noblest field for the development of the religious principle, and the best school for the cultivation of the moral sentiments.

If the inquiry were made among labouring men, what class were distinguished from the rest as men of a religious character—men in earnest in the matter of their future and eternal interests, whether in the pale of the Church or amongst the various denominations of Dissenters, it would be found, I believe, that they were, for the most part, *skilled workmen*—men raised above the rest by the union of intelligence with their labour. I speak more particularly in respect to the men. Among the women, a more sedentary and contemplative life, and *maternity*, appear to supply that preparation of mind which comes, in respect to the men, only from knowledge and intelligence.

For these reasons, it is my opinion that no expedient of secular instruction would be found so effectual to elevate the character of the labouring man, morally and intellectually, as to educate him with a knowledge of those great principles of scientific truth which admit of an application to his own calling. If put on this path in his youth, he will be likely to follow it out; and becoming thus a reflective and a thoughtful man, elements will have been collected, out of which the Christian character may, under the most favourable circumstances, be built up.

Elementary education further recommends itself under this practical form, by the consideration, that, whilst as a discipline of the mind it claims a place second to no other, the most timid educationist will scarcely be able to extract from it the elements of danger. That a mechanic should know the principles of mechanics, and that an agricultural labourer should be acquainted with the nature of agriculture—in short, that every man should know his own business—can be fraught with no peril to the interests of Religion or of the State.

The Moral Condition of the Population, for whom Elementary Education is provided in the Midland District.

The population of the Midland District contributes, in a large proportion, to the manufacturing and the commercial prosperity of the country, and to the national wealth—a wealth which brings,

in respect to those by whose labour it is created, no return of moral elevation, or intellectual progress, or social happiness.

By the nature of my duties, I am brought into frequent communication with persons interested in the welfare of this community —unprejudiced observers of it, and possessing facilities to form a judgment in respect to it. It is the concurrent opinion of such persons, that the evils under which it suffers are essentially *moral;** that if the remuneration of labour were doubled, they would remain unchanged; and that no alteration in the general and more obvious circumstances of its physical condition would materially affect them.

The children of these men would be no better fed, or clad, or educated; no additional comforts would be accumulated in their dwellings; and they would continue to neglect, not less than they do now, all prudent precaution against times of commercial depression, or against want, in sickness or old age.

It would not be difficult, in corroboration of this remark, to cite the example of manufacturing communities, the obvious and admitted curse of which has been the high rate of wages which has for many years obtained among them.

The country owes much to that body of men who have been instrumental in raising the great material structure of its manufactures.

We are told that these men are the instruments in a great moral change which is working out on the face of the earth—a change whose tendency it is to raise the standard of our social relations, and to open up new sources of individual happiness. Meanwhile the great tide of human calamity sweeps on.

The moral degradation of the masses of the community advances by a steady, irresistible progression, strengthening itself by an alliance with the State through the revenue, and entering into a firm compact with the manufacturer. It is a gloomy thing to traverse a district where the merry voices of the children are all silenced from sunrise to sunset, and where nothing is heard but the monotonous hum of lace-mills or cotton-mills, or the scream of stocking-frames.

We are told of the augmentations which science and enterprise are bringing in daily to the stores of human happiness. And men of sanguine temperament, who love to look on the bright side of

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* It is by education alone that we can expect to bring this fact to the knowledge of the poor themselves. Of 1965 prisoners committed to Horsemonger-lane Prison last year, 1132 were in employment at the time of their apprehension, 80 had no occupation, and 753 were out of work. "There does not," says the Rev. W. Rowe, the chaplain, in his Annual Report to the magistrates, "appear to have been, so far as I have been able to learn, after a very minute and searching inquiry, any want of employment in their several trades and callings; inebriety, and a love of indolence and debauchery, having principally, if not wholly, to so many as are enumerated in the table (viz., 753), been the cause of their being without resources." "Of the male prisoners, 14 had monies deposited in savings' banks, amounting to 388*l.* 17*s.* 4*d.*; and two, aged 16 and 17, had been bequeathed severally 800*l.* and 260*l.* by departed relatives, to be received when they attain their majority."

things, speak of the upward tendency of the public morals, and of the high destinies towards which we are advancing. Meanwhile the records of our courts of justice, and the statistics of our prison discipline, come to contradict all this.* And we find that those elements of evil are of overwhelming power and magnitude, which are called into operation amongst a mass of human beings congregated for the purposes of a toil from which their thoughts are, in a great measure, set free—to whom a neglected education has left no other sources of enjoyment than those which the senses suggest, on the formation of whose characters no sanctions of religion have been made to operate, and who have never been brought under the sense of a moral responsibility.

It is, after all, in vain that we seek to raise such men above that lowest point in the social scale, which corresponds to a state of sensual indulgence and to the struggle for physical existence.

I have found the hopes of all enlightened men to rest, as the great hope of staying in some degree this flood of evil, upon education ;† with, however, but a vague apprehension of the relation which may be supposed to exist between the present resources of education and such a result. It seems to me, indeed, to be rather in despair of any other solution of the problem, or with that natural impulse by which we transfer to other hands an effort which we ourselves are indisposed to make, than from any deliberate consideration of the bearings of education on the question at issue,—much less from any knowledge of the circumstances under which it may be supposed capable of effecting its solution, or of the extent to which those circumstances actually obtain,—that they take shelter in it from the apprehensions which the dangerous proximity of the degraded and abandoned masses of the manufacturing community, and their rapid increase, have not failed to excite.

The fact is, that the inner life of the classes below us in society is never penetrated by us. We are profoundly ignorant of the springs of public opinion, the elements of thought, and the prin-

* During the last 40 years, the population, 10 years old and upwards, has increased 65 per cent., whilst the commitments for crime have increased 494 per cent., and the convictions 625 per cent. If the juvenile offenders be distinguished from the rest, the progress of criminality among the mass of our labouring community will be yet more apparent. The number of criminals between the ages of 10 and 20 committed to prison in the year 1835 amounted to 1 in 449 of our population, and in 1844 to 1 in 304.* Thus looking to the past, we find an increase of crime, not only absolutely but relatively to our population, and for the future we have an increasing population of criminals growing up.

† The following was an answer returned by Mr. Corrie, a magistrate residing near Birmingham, and chairman to the West Bromwich Union, when examined before the Education Committee of the House of Commons :—" I have no conception of any other means of forcing civilization downwards in society, except by education." This opinion represents, I believe, that of the great majority of those persons whose opportunities of forming a judgment have been as extensive as those of Mr. Corrie.

* These facts were stated by the City Solicitor at a public meeting at the Mansion House in February, 1846, and published on the authority of the Lord Mayor.

ciples of action among them—those things which we recognize at once as constituting our own social life, in all the great moral features which give to it its form and substance.

We have but to pass the threshold of the labouring man, for instance, to become conscious how different are all his domestic relations from our own: how, in all the circumstances of his nurture, his home culture, and his early associations, many things have been wanting to which we, taking into our view their moral bearings, have been accustomed to attach a paramount importance.* How difficult, for instance, is it for the labouring man to draw around his hearth that circle from which the evils of example are excluded, were he even disposed to throw over his own conduct the restraint which it imposes. Between all the moral attributes of his condition, and that which corresponds to it among the wealthier classes, a chasm is interposed as wide as that which separates the mind of him whose life has been one continued process of education by study, by the interchange of the thoughts of living men, and by the progress of events, from the mind of the man whose lot has been the continual sweat of his brow, varied only by scenes of sensual indulgence.

That is an estimate not easily made, and to be arrived at only by the steps of a regular progression, which measures the interval which thus separates the life of the educated from that of the uneducated man. Precisely analogous to this—the same in its nature if not in its degree—is that, between the child of the educated and of the uneducated man. The child is a sample—taken from the home—of the inner life of each; and as wide as is the separation thus made, so wide is the distinction of that course

* In a statistical Report made by Mr. Weld, on a house-to-house visitation, made at the instance of Lord Sandon, to the Statistical Society in 1842, it is stated that there were in the parish of St. George's, Hanover square, 1465 families of the labouring classes who had for their residence only 2175 rooms, and 2150 beds. The distribution of rooms and beds was as follows:—

Dwellings.	No. of Families.	Beds.	No of Families.
Single rooms for each family	929	One bed to each family	623
Two	408	Two	638
Three	94	Three	154
Four	17	Four	21
Five	8	Five	8
Six	4	Six	3
Seven	1	Seven	1
Eight	1	Dwellings without a bed	7
Not ascertained	3	Not ascertained	10
Total	1465	Total	1465

N.B. I have quoted this note from the evidence of Mr. Toynbee, given before the Health of Towns Commission. It is obvious that in cases like this, home influence will go very far to counteract all the impressions of the school; and that, to effect a moral result, the labours of the Health of Towns Commission must go hand in hand with those of your Lordships'.

of instruction which, taking the mind of each up upon the footing of its existing attainments, and developing it in the direction of its wants, would build up the character of the man.

No greater error can be made in elementary education than to suppose that, for the education of the poor man's child, nothing more is required than is needed for our own children.* In reality the task is infinitely more difficult: our own children, by the contact of their minds with ours, have acquired that familiarity with the resources of language, those habits of thought, and those powers of reason and reflection, and those stores of general knowledge, in which the children of the poor are always found most conspicuously deficient. All that we need for our children is that technical instruction which cannot be thus indirectly obtained. To aim at higher objects is to take in hand a process of instruction which would be effected, perhaps better, without our intervention, by the ordinary intercourse of society. With the poor man's child it is otherwise. To give to such a child the mechanical power to read, without teaching it to comprehend the language of books,† is to give it a resource which is not likely to be often used, and which will probably be soon lost. And when we have taught the child to understand the language of books, to leave it without instruction in respect to all those collateral elements of knowledge which are necessary to the full intelligence of that which we read in respect to any one element, is to leave the child in an ignorance almost as entire as though the language of the book remained unknown to it. Yet another step, too, is wanting to any useful application of its ability to read—it must have been taught the secret that a pleasure is to be found in reading; and it must have been led to seek that pleasure in books where it is united with instruction. All this is effected in respect to our own children by the associations of home; in respect to the child of the labouring man, it must be done, if done at all, at school.

The most difficult element of it is, perhaps, the imparting to the child that vast mass of general knowledge gathered by our own children in a manner so desultory, and so easily, by the ordinary intercourse of society, that we never think of making it the subject of systematic instruction; but in respect to which the children of the poor are always found so singularly ignorant.‡

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* Practically, our elementary education supposes less. We break off a fragment from the education we suppose necessary for our own children—its mechanical and technical part—and give it to the poor man's child—in charity. The inveterate prejudice, that education, in any higher sense, is a privilege annexed to a definite social position, and graduated by it, associates itself with all our educational efforts.

† To test the wide difference between colloquial and written language, we have only to write down the explanation of any subject, and place it before a child, and compare the knowledge which the child will derive from this written explanation with that which we can communicate to it orally.

‡ The most certain way to puzzle the children of an elementary school, is to ask them questions on those subjects which we never think of teaching to our own children. The more simple the question, according to the standard of simplicity which we usually assume, the less likely is it to be answered.

It is, nevertheless, under this head that the knowledge of the most important of their relations to the state, to society, and to the world around them, is included. Technical instruction in reading, writing, and arithmetic, leaves all these things untouched.

In penmanship, again, to teach children to write a fair hand in a copy-book, in imitation of a copy-slip, and to leave them without any systematic instruction or practice in the art of writing their thoughts intelligibly, may be sufficient for our own children, because the very first step they make in their intercourse with the world will involve the practice of that art, and commence a course of instruction in it which will be going on throughout their whole lives. With the poor man's child it is otherwise. The occasions when he will be called upon, by the exigencies of his position, to exercise the skill in penmanship, which has been given him with so much pains, are few and far between. If you have not taught him to reflect, and made it easy and pleasurable to him to open his heart, and to record his thoughts in writing, it is to him comparatively a useless acquisition. And for all the uses which arithmetic supplies to him in his daily avocations, he will find no great advantage over his less-instructed neighbours; for whom a black board, and lines scored with chalk, are sufficient. But if arithmetic be looked upon, as it ought to be, as the logic of the people, and if in the education of his mind it have taken its part as a *demonstrative* science—a course of abstract reasoning, exercising the same influence in the development of his powers that Euclid does in higher education—then his intellect will have acquired a larger growth from this element in his education, and every effort which depends upon it will have gathered strength. The like may be said of every other branch of technical instruction in its application to the poor child; it needs a special development in the direction of the intellectual culture of the child which is in no case to the same extent required, and in some cases not at all, by our own children.

If the task of instruction be thus different and more arduous, there is obviously required for accomplishing it a peculiar and a more skilful class of teachers; and if it be, as it obviously is, a more laborious task, then a greater *number* of teachers is called for.

When we compare the resources of elementary education, as they actually exist in this country, with that which thus appears to be necessary to its efficiency for the accomplishment of those results which we are accustomed to expect from it, it is impossible not to be struck with the contrast.

The question of education has given birth to much angry discussion. Public contributions have been made to a great amount to meet the expense of it, and it has been yet more effectually promoted by private benevolence. And all this public demonstration in its favour has created the impression, that the children of the poor are now educated. Nothing can be more erroneous than

this impression, or more prejudicial. Under its influence, the friends of education are, it is to be feared, rapidly falling away from it; some, under the impression that all is now accomplished in this respect that is to be desired, and some from disappointment that so little impression upon the condition of the labouring classes is produced by it.

In the statement of a plan for checking the growth of juvenile crime in the metropolis, framed by the City Solicitor, and published by the authority of the Lord Mayor, I find the following paragraph:—"That this increase cannot be attributed to the absence of education is apparent; for during the whole intervening period most strenuous exertions have been made to afford to the masses of the people increased education, intellectual, moral, and religious, and to supply them with the means of satisfying the appetite for knowledge, which elementary instruction was calculated to inspire. If the force of mere education could counteract the causes which are at work in promoting the increase of crime, the annual increase of education would be found to tell with greater effect upon the younger classes of the population, who are most within the range of its influence. We, however, find that, in spite of the diffusion of knowledge, the number of juvenile criminals increases in a larger proportion than the number of criminal adults."

Nothing can be more fallacious than the estimate here made of the resources of education. The fallacy lies in assuming that the exertions of its friends, made through so long a period, have ever been successful in procuring a real education for the people,—that the experiment has ever been tried, what may be effected by it for their welfare. It is quite true that great efforts have been made in its cause by one portion of the community, and opposed by another. However great in themselves, and however honourable to those who made them, these efforts have, nevertheless, been little in reference to the result to be accomplished.

In the diocese of Chester, for instance, which includes the greatest manufacturing community in the kingdom, and which is second to no other in the zeal which has been manifested in it for the cause of education, there is reason to believe that not more than 5 per cent. of the population is under elementary instruction, whilst more than 25 per cent. appears, by the census of 1841, to be of an age to go to school (from 3 to 13); and whilst from 15 to 20 per cent. appears, by the experience of Prussia, Holland, Scotland, &c., to be the proportion consistent with a healthy state of the community.

Whilst one child only is educated out of every four or five who ought to be educated, it is not be wondered at that education should not be found equal to the antagonism of those moral and physical influences under which the labouring classes are sinking, and that its effects should not be apparent on the statistics of crime.

But if all the children were at school who are of an age to go to school, it does not follow that any of them would be educated.

School-houses may be built and teachers maintained, and yet the education of the people may remain to be provided for. It is without prejudice to the cause of elementary education, in the only real acceptation of that term, that the imputation may well rest upon that which in this country stands in its place, and is called by its name, that its influence is not felt on the statistics of crime.*

Whilst I have thought it expedient to bring these considerations under your Lordships' notice, lest, on the one hand, an opinion should gain ground that the elementary education of the people of this country has, by the recent demonstration in its favour, been provided for, and lest, on the other, the faith of its friends should be shaken by the failure of those results which might justly be expected from it, if it were, in any real and practical sense, provided for, I have further thought that it might renew the strength and reanimate the efforts of those persons who have given themselves so nobly to the working out of this great problem, to show how much of the arduous path they have entered on, remains yet to be completed.

I have the honour to be, &c.,

HENRY MOSELEY.

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* In reference to the plan of the City Solicitor, which has suggested these remarks, honourable as it is to his philanthropy, and in many respects worthy of his abilities, I may perhaps be permitted to observe that, in the scheme of the asylums which he proposes to establish, he gives too large a place to labour, and ascribes to it a moral influence which it will not, I think, on trial, be found to possess. To make these asylums, simply or chiefly, places of forced labour, is to make them penal. The heart is not softened, the moral sentiments are not cultivated, nor is the religious character formed, or the understanding opened, by penal restrictions.

It is by awakening a child's affections and arousing its conscience, by accustoming it to think, to reason, and to reflect, and thus imparting to it the secret of that pleasure which lies in thinking, and knowing, and understanding—even as to things out of the sphere of its daily observation, and not associated immediately with the exigencies of its position—that, developing the moral and intellectual elements of its nature, you may in some degree supply an equipoise to the material and sensual—those material and sensual elements, on the side of which lie all its dangers, and with which hitherto have been associated all its notions of life.

When this has been done there will be some foundation on which religious principle may be built up, and ground in which the moral sentiments may be cultivated.

Now, all this is a labour of love and not of punishment. I repeat it, therefore, these asylums must be places of education *chiefly*, and of education of the highest class; education, I mean, pursued in reference to the highest objects, in the most enlightened spirit, and with the greatest skill. Labour will have a most useful place second to this; and indeed looked upon in its threefold character as moral, intellectual, and physical, education includes labour. The children will return with the more pleasure to their learning that it has been varied by their labour; and the habits of industry thus rendered pleasurable will not be so likely to be cast aside with the life of the asylum.

Appendix (A.)—*Statistics of Schools in the Midland Districts.*

Numbers, Attendance, &c.	Boys.	Girls.	Infants.	Number of Schools for which the results are calculated. Boys.	Girls.	Infants.
Number present during inspection . . .	6,123	5,238	3,642	..	..	..
Number of schools examined.	108*	102*	50	..	..	..
Average number of children in each school .	$56\frac{5}{7}$	$51\frac{4}{5}$	73	108	102	42
Number of classes	470	440	..	95	91	..
Average number of class	9·5	1·3	..	95	91	..

Average age of 3,754 boys, composing 46 schools, $6\frac{5}{8}$ to $8\frac{6}{7}$; average age of 2,301 girls, in 33 schools, from $7\frac{1}{8}$ to $9\frac{1}{7}$

Average fee per year for each child, 5*s.* 8*d.*; 61 schools, containing 7,836 children.

* In 35 of these schools the boys and girls were taught in the same room.

Attainments.

	Reading, 13,381						Arithmetic, 4,682											
	Reading Letters or Monosyllables.		Reading Simple Narrative.		Reading with tolerable ease.		In the first Four Rules.		In the Compound Rules.		In Proportion and the higher Rules.		Writing on Paper.	Geography.	English Grammar.	Etymology.	English History.	Vocal Music.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
Whole number of children out of 13,381 who receive instruction in each subject	2,758	2,496	2,308	1,804	1,060	938	2,036	1,493	587	316	232	18	3,744	1,535	869	285	665	852
Proportion of the children who receive instruction in each subject to the whole number of children	1 out of $2\frac{5}{9}$ read monosyllables. 1 „ $3\frac{1}{4}$ „ simple narrative. 1 „ $6\frac{7}{10}$ „ read with ease.						1 in $3\frac{3}{4}$ in first Four Rules. 1 „ $14\frac{1}{5}$ „ Compound Rules. 1 „ $53\frac{1}{2}$ „ Proportion and the higher Rules.						1 in $3\frac{2}{3}$	1 in $8\frac{2}{3}$	1 in $15\frac{1}{2}$	1 in 47	1 in 20	1 in 15

Teachers.

Average stipend of a teacher, boys, 51*l.* 15*s.* 3*d.*; girls, 28*l.* 19*s.*; infants, 18*l.* 6*s.* 1*d.*

Out of 69 teachers, 36 were unmarried.

In 8 schools out of 38, where there was both a master and mistress, they were man and wife.

In 54 schools, 3 have fuel, candles, &c., allowed them.
" fuel only is allowed to 13.
" 38 have no perquisites whatever.
" the master and mistress of 30 occupy the school-house rent-free.

Of 56 teachers, 49 devote their whole time to the duties of the school.
" 7 have other occupations.

The average age of 21 masters, when they entered on the office of a teacher, was 24 years.

Ditto, of 21 mistresses, 22½ years.

Out of 47 teachers, 28 have received previous instruction at some central or model school, or at some training institution; 19 have received no such previous instruction.

Management.

Out of 31 schools, the management of 18 is vested (by the trust-deed) in the clergyman.

Of 7 it is divided between the clergy and laity; and of 6 it is in the school committee.

Out of 30 schools, the committee meet periodically in 7.
" " do not meet periodically in 23.

In 17 schools out of 27 there is no system of periodical supervision by the committee.

INCOME.

Endowment.

	£. s. d.	Number of Schools for which the results are calculated.
Average Annual endowment	13 10 7	18

Subscriptions, &c.

Average annual subscriptions and donations	26 3 1	64

Fees.

Sum produced annually by fees . . .	2,227 18 10	61
Average fee per year for each child . .	0 5 8	Ditto, containing 7,836 children.

Collections.

Average annual collections	22 18 0	43

EXPENDITURE.

Stipends.

	Boys			Girls.			Infants			Number of Schools for which the results are calculated.		
	£.	s.	d	£.	s.	d.	£.	s.	d.	Boys	Girls	Infants.
Average of the teachers' stipends in those schools in which the whole stipend is stated	2,847	1	6	1,331	13	2	329	0	0	55	46	18
Average stipend of each teacher	51	15	3	28	19	0	18	6	1	55	46	18

Books and Stationery.

	£. s. d.	
Average annual expenditure in books and stationery	6 17 2	50
Average annual expense in books and stationery for each child . .	0 1 0	Ditto, containing 6,731 children.

Repairs, &c.

Average annual expenditure in repairs and furniture . . .	11 0 5	52

Fuel.

Average annual expenditure in fuel . . .	3 15 11	51

Aggregate Expenditure and Income.

Aggregate expenditure per annum	3,645 12 2	34, containing 4,453 children.
Aggregate income per annum	3,420 14 3	Ditto.
Excess of the annual expenditure over the annual income . .	224 17 11	Ditto.
Average expenditure per year for each child	0 16 5	Ditto.
Average income per year for each child .	0 15 4	Ditto.

Extent to which the Poor avail themselves of the Schools.

In 44 schools the number present during inspection, was .	4,108
,, ,, for whom accommodation is provided	10,317
Whole population of the districts for whose benefit these schools were provided	218,094
Out of the whole population 1 in 53 avail themselves of the instruction.	
Proportion between the numbers present and the number for whom accommodation is provided	1 to $2\frac{1}{3}$
Proportion between the numbers for whom accommodation is provided and the whole population	1 to $21\frac{1}{7}$

STATISTICS of SCHOOLS Inspected

NAME OF SCHOOL.	NUMBER.														
	Population for whose benefit the School was Erected.	Number of Children for whom accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Average Age of the Children.		Number of Paid Teachers exclusive of Pupil Teachers or Monitors.		
						Boys	Girls	Infants.	Boys	Girls	Boys.	Girls.	Boys.	Girls	Infants
Ashby de la Zouch	. .	. .	. .	.	. .	.	61	48 44	.	.	. .	. .	.	.	.
Alcester	2,399	202	56 49	36 31	3*d.* 2*d.* 1*d.*	28	23	. .	4	4	. .	. .	1	1	.
Alderley, Over . .	402	78	. .	.	3*d.*	27	26	. .	4	4	. .	. .	.	1	.
Alsager's Bank . .	. .	. .	. .	.	2*d.* & 1*d.*	22	27	. .	5	5	. .	. .	1	1	.
Antrobus	638	99	72	56	1*d.* & 2 *d.*	17	75	. .	3	7	. .	. .	1	1	.
Astbury	1,243	232	. .	.	. .	30	30	. .	6	6	. .	. .	.	.	.
Atherstone	4,000	190	. .	.	. .	90	.	. .	6	.	. .	. .	1	.	.
Aylestone	. .	. .	102	80	2*d.*	48	38	. .	4	4	. .	. .	1	1	.
Audley	. .	. .	. .	.	2*d.*	102	87	. .	6	5	. .	. .	1	1	.
Bockford	. .	.	114	72	6*d.*, 3*d.*, 2*d.* & 1½*d.*	35	48	. .	5	5	8¼ to 9⅔	. .	1	1	.
Belgrave	. .	. .	.	.	3*d.* & 6*d.*	24	39	. .	3	4	. .	. .	.	.	.

in the MIDLAND DISTRICTS.

ATTAINMENTS.																		LIBRARY.	
READING.				WRITING.		ARITHMETIC.													
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.
Boys.	Girls.	Boys.	Girls	Boys.	Girls.	Boys.	Girls.	Boys	Girls	Boys.	Girls.								
..	49	..	12	..	26	..	16	.	12	..	..	28	.	.	.	.	.	.	.
14	8	3	2	11	7	9	7	2	.	..	..	5	.	.	.	.	.	.	.
6	2	4	3	7	4	8	5	.	.	..	..	.	13	.	.	.	13	.	.
3	6	8	9	6	4	2	9	6	.	..	..	.	.	17	.	.	.	.	.
8	35	3	15	6	12	..	..	.	.	..	..	.	.	.	.	.	.	.	.
11	9	7	8	15	18	3	..	1	.	..	..	.	.	.	.	.	.	.	.
35	..	10	..	54	..	58	..	5	.	4	..	16	16	.	.	.	54	.	.
10	14	13	14	21	19	27	8	.	9	..	..	.	.	.	.	.	22	.	.
56	57	13	8	28	19	13	9	6	8	..	..	.	36	.	.	19	17	200	.
19	11	28	21	10	18	25	22	4	.	2	..	22	.	.	.	.	84	.	.
11	19	11	2	3	.	..	6	.	.	3	..	3	3		.	.	.	.	.

(*Continued on pages* 280, 281.)

Statistics of the Schools Inspected

NAME OF SCHOOL.	EXPENDITURE.							INCOME.		
	STIPEND.				SUNDRIES.					
	Master.	Mistress.	Mistress of the Infant School.	Monitors	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.	Fees.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d	£. s. d.	£. s. d.
Ashby de la Zouch	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Alcester	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Alderley, Over . .	. .	5 0 0 and fees	. .	3 8 0	0 6 0	5 2 0	1 19 2	. .	17 2 0	19 3 0
Alsager's Bank . .	60 0 0	10 10 0	. .	. .	1 12 3	5 7 0	1 6 0	. .	30 0 0	. .
Antrobus	12 0 0 and fees.	19 4 0	. .	. .	3 0 0	3 5 0	1 17 10	. .	24 19 0	4 14 0
Astbury	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Atherstone	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Aylestone	30 0 0	15 0 0 and house	. .	. .	8 13 4	. .	1 16 6	. .	39 8 6	26 1 0
Audley	50 0 0	30 0 0	. .	5 0 0	11 0 0	36 0 0	3 10 0	. .	5 0 0	40 0 0
Backford	40 0 0	Gratuity of about 5*l.*	. .	2 0 0	15 3 3	4 19 0	0 2 0	14 13 6	18 5 0	47 15 2
Belgrave	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .

in the Midland Districts—*continued.*

Annual Collections.	Annual Cost of the Education of each Child.	Date of Inspection.	REMARKS. * The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.
£. s. d.	£. s. d.	1845.	
. .	. .	August 5	A girls' school and an infant school, erected in 1836 at a cost of 1039*l.*, of which the whole, except 250*l.*—being the amount of a Treasury grant—was raised by local subscription. The infants are taught by a master and an assistant mistress, and the girls by the wife of the master of the infant school. They appear all of them earnest in their work. The religious instruction in the girls' school is excellent. An ancient endowed school, called the Green-coat School, supplies the place of a boys' National School. It is taught in a school-room, the ventilation of which is lamentably neglected. The master is a zealous teacher. None but the technical branches of instruction are taught. There is a well-ordered and efficient middle school in the place, supported on the same endowment (900*l.* annually) as the grammar-school, and taught in the same building.
. .	15 8	August 22	This school opened in March, 1844, with 160 scholars; it soon, however, began to decline, and was at last almost annihilated by a prevailing fever. I found 51 children assembled in charge of a temporary mistress, of whom only 5 could read with tolerable ease and correctness.
. .	. .	May 26	Nominally an infant school, but including with infants many elder children. The children have been rendered capable of *attention*; they understand, apparently without effort, what is said to them, and they *consider* it. I saw no indication of that restless wandering of thought which characterizes a school in which children are taught, as though they could understand nothing. These children have been taught to think, and to reason, and to understand. It is to the enlightened zeal of a benevolent lady that the school owes these advantages.
. .	. .	June 6	A township of Audley, inhabited by colliers. The school has been re-opened since my last inspection. Mr. Heathcote, the principal proprietor, has caused a house to be erected in which the master will live rent-free, and has promised a contribution of 30*l* annually towards the maintenance of the school. At the time of my visit it had but very recently been re-opened.
0 5 0	0 15 3	May 9	A very neat little village school-house in which I found assembled 75 children: the boys taught by an infirm old man, who, having for many years kept a school in the parish, has been appointed to his present office, lest the new school should deprive him of his livelihood. The girls taught by a mistrêss, who was absent from illness on the day of my inspection. I can record no favourable impression of the school.
. .	. .	May 19	The girls' school has realized none of the hopes I formed of it at my last inspection. The boys' school, of which I formed none, has made no progress. Nothing can be more complete than the ignorance of the boys in everything, except reading, which the master has taught to them (mechanically) with great care, and which is all probably that he is competent to teach them.
. .	. .	August 7	I found this school greatly improved in every respect since the period of my last inspection. The master fills also the office of organist in the church. The moral ascendancy which he exercises in the school is highly creditable to his skill as a teacher; if properly assisted, I have no doubt that he would make of this a truly efficient school.
. .	. .	July 28	The children healthy, clean, and cheerful; the mistress faithful, painstaking, and, to the extent of her knowledge, efficient. The master working at a stocking-frame morning and evening, in ill health, playing the violin, and teaching the children to sing very successfully. The state in which I found the school, which had only been opened 6 months, does great credit to the zeal and the judgment of its promoters.
. .	. .	June 6	At my last inspection, I found this school and another in the same great parish (viz. Alsager's Bank) closed. The two schools now contain 238 children. This change has been brought about by the appointment of a new vicar, and by the cheerful self-devotion and earnestness with which he has devoted himself to the interests of education in an important but secluded and long-neglected place. The master is an intelligent and efficient teacher, brought up in the Lichfield Diocesan Training College.
8 0 8½	0 18 8	April 30	The children (particularly the boys) have acquired considerable scriptural knowledge; they sing in parts from note, and have been well taught writing and arithmetic. The master is thoroughly given to his work, and I consider his school, which has only been opened 12 months, one of great promise. The arrangement of the desks is excellent.
. .	. .	July 29	The payment of a Treasury grant of 60*l.* to this school having been for some time delayed, that sum was made up by the contributions of the parishioners, and the school-house completed and paid for. When the grant was at length paid, it was no longer under these circumstances, required, and it remains in the hands of the vicar. The schoolmaster has been allowed to occupy the school-house on his own account, and objects to its being inspected.

NAME OF SCHOOL.	NUMBER.															
	Population for whose benefit the School was Erected.	Number of Children for whom accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Average Age of the Children.		Number of Paid Teachers exclusive of Pupil Teachers or Monitors.		
						Boys	Girls	Infants.	Boys	Girls	Boys.	Girls.	Boys	Girls	Infants
Belton	718	163	71	38	2*d.* & 3*d.*	.	.	40	4	4	7 to 8	. .	.	1	.
Bebington, Lower .	. .	. .	. .	.	. .	69	.	. .	.	.	. .	. .	.	.	.
Bickerton	1,400	149	106	70	1*d.* & 3*d.*	80 Boys and Girls		. .	.	.	8 to 10	9 to 11	1	1	.
Bidstone	. .	. .	. .	.	1½*d.* & 3*d.*	15	10	. .	5	4	8 to 9	7 to 8	.	.	.
Bilston, St. Mary .	7,000	608	170	125	2*d.* & 1½*d.*	80	34	{42 / 46}	8	7	8 to 9	7 to 8	1	1	1
Birmingham, All Saints.	18,039	616	. .	.	2*d.* 3*d.* 4*d.*	57	40	38	4	4	8 to 9½	. .	1	1	1
,, Bp. Ryder's . .	. .	. .	367	273	2*d.*	114	60	99	6	.	8 to 9	8 to 9	1	1	1
,, St. Bartholomew's	. .	. .	. .	206	2*d.*	62	66	. .	5	6	. .	. .	1	1	.
,, Christchurch . .	. .	. .	. .	.	. .	82	90	109	8	7	8 to 9	8½ to 9½	1	1	1
,, St. George's . .	. .	. .	201	145	2*d.* 3*d.* & 4*d.*	88	37	148	6	6	7½ to 8½	. .	1	1	.
,, St. Luke's . . .	. .	. .	338	228	2*d.* 3*d.* & 4*d.*	151	97	.	4	6	9 to 10	9½ to 10½	.	.	.
,, St. Mark's . . .	. .	. .	. .	215	2*d.*	114	90	. .	6	6	7½ to 9½	7½ to 8½	1	1	.
,, St. Matthew's .	. .	. .	524	345	2*d.* & 1*d.*	117	88	270	8	8	8 to 9	. .	1	1	1

ATTAINMENTS.																		LIBRARY.	
READING.				WRITING.		ARITHMETIC.													
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
10	5	6	7	9	8	7	8	2	.	. .	. .	.	.	.	.	.	9	.	.
. .	. .	. .	. .	. .	. .	. .	. .	.	.	. .	. .	.	.	.	.	.	.	.	.
. .	. .	. .	. .	14 Boys and Girls.		9 Boys and Girls.		.	.	. .	. .	.	.	.	.	.	.	.	.
8	5	2	1	7	3	1	. .	4	2	2	. .	.	7	1	.	.	.	.	.
39	23	6	4	35	9	28	7	12	.	. .	. .	.	25	25	.	12	.	.	.
32	16	8	2	20	13	29	11	1	.	. .	. .	.	27	27	27	27	.	.	.
55	. .	18	. .	40	. .	56	. .	14	.	7	. .	23	77	43	23	.	43	.	.
22	26	7	6	21	20	21	29	3	9	5	. .	12	.	.	.	.	.	.	.
24	39	30	14	50	40	47	39	16	14	2	. .	18	66	30	30	.	.	.	.
43	13	12	4	33	15	. .	. .	.	.	. .	. .	.	35	35	35	35	35	.	.
93	35	43	33	85	44	43	53	63	10	6	. .	101	65	65	36	65	.	.	.
45	37	9	16	56	34	65	43	3	.		. .	27	43	.	.	.	.	.	.
41	39	17	22	35	41	58	50	13	.	2	.	.	65	19	.	.	.	.	.

(*Continued on pages* 284, 285.)

NAME OF SCHOOL.	EXPENDITURE.							INCOME.		
	STIPEND.				SUNDRIES.					
	Master.	Mistress.	Mistress of the Infant School.	Monitors	Books and Stationery.	Repairs, Furniture Apparatus, &c.	Fuel.	Endowments.	Annual Subscriptions and Donations.	Fees.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Belton	. .	22 17 0	. .	. .	6 11 2	15 11 9	2 8 9½	. .	29 2 0	13 14 0
Bebington, Lower .	. .	. .	. .	. .	.	. .	. .	. .	. .	. .
Bickerton	. .	. .	. . .	. .	. .	. .	. .	. .	25 0 0	10 0 0
Bidstone	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Bilston, St. Mary .	10 0 0	10 0 0	10 0 0	. .	2 15 0	10 0 0	. .	. .	. .	45 0 0
Birmingham, All Saints.	30 0 0 house & fuel, and 5*l.* per score above 50.	20 0 0 and ditto.	20 0 0 and ditto	. .	. .	. .	. .	. .	25 0 0	79 0 0
,, Bp. Ryder's . .	70 0 0	30 0 0	40 0 0 Assistant Mistress 8*l.*	3 0 0	12 7 8	7 0 0	12 17 7	. .	27 0 0	110 0 0
,, St. Bartholomew's	70 0 0	. .	. .	. .	. .	. .	. .	. .	60 0 0	78 15 0
,, Christchurch . .	. .	. .	. .	. .	.	. .	. .	. .	. .	. .
,, St. George's . .	20 0 0 and fees.	20 0 0 and fees.	. .	. .	7 6 0	10 0 0	7 10 0	. .	40 0 0	60 0 0
,, St. Luke's . . .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
,, St Mark's . . .	60 0 0	32 0 0	. .	. .	16 8 4	10 0 0	9 10 6	. .	25 0 0	88 1 10
,, St. Matthew's .	60 0 0	35 0 0	35 0 0	28 0 0	18 12 0	58 8 8	14 10 0	. .	35 0 0	13 9 0

Annual Collections.	Annual Cost of the Education of each Child.	Date of Inspection.	REMARKS.*
£. s. d.	£. s. d.	1845	
10 11 8	1 5 0	August 14	The clergyman takes great interest in this school, and I doubt not that it will greatly improve. The children have been well taught reading.
. .	. .	May 5	Erected, by the aid of a Treasury grant, at a cost of 200*l.*, exclusive of the master's house. The site was given by Sir P. Stanley. I found 150 children assembled in the boys', girls', and infants' schools, which number they were built to contain. I was not invited to inspect the school. There is an ancient endowment of 20 acres of land, the rent of which is paid to a superannuated schoolmaster. This land, by reason of its proximity to the rising town of Birkenhead, is of great value.
. .	. .	April 29	An ecclesiastical district of Malpas. I found here an overflowing school. The master has been for three months to the Chester Diocesan College to improve himself, and is said to have been improved. I wish I could speak more favourably of the state of his school. The school-house is an exceedingly neat and appropriate structure. A large portion of the waste has been enclosed round it, and carefully cultivated.
. .	. .	May 6	The parish includes a portion of the Birkenhead docks, and the population is rapidly increasing. In the last 4 years it has tripled. The school received a Treasury grant, and has invited inspection. I can record nothing favourable of the state in which I found it. 15 boys and 10 girls were assembled, to whom the whole time of the master and mistress is supposed to be devoted. Only 3 of them could read with ease. The school is well supported, one gentleman contributing annually 40*l.*, and another 10*l.* The school-buildings are substantial and convenient, and the site 1 rood 20 poles.
85 0 0	. .	August 27	The mistress is unequal to her charge. The infants' school is an excellent one. Winter evening lectures have been established with great success by the incumbent for the instruction of working men; 600 or 800 of whom attend them.
12 0 0	. .	July 16	The school-buildings are most substantially built; they include school-rooms for boys, girls, and infants, and apartments for a master and two mistresses. The discipline of the boys' school is defective. Many things are however professed to be taught. The present teachers have only had charge of the school 2 months, and attribute its defects to their predecessors.
21 0 0	. .	August 25	This school has vastly improved since my last inspection, and is now probably as good as it is possible to make a school on the monitorial system, under the circumstances peculiar to its application in manufacturing districts. The standard of instruction is high. The discipline of the school admirable. The master has formed a just estimate of his duties, and discharges them faithfully.
37 10 0	. .	July 9	A chapelry of the great parish of St. Martin, having a population of 20,000 of the poorest of the labouring class of Birmingham. The school-house is built on a portion of the churchyard. There not being the space usually allowed for offices, these have been constructed beneath the level of the building, in a sort of area in front of it. The effluvium escaping close by the school-door is described as being in dry weather very offensive. The area was, at the time of my visit, half filled with water. The buildings were erected by the aid of a Treasury grant, and had not at the time of my visit invited inspection.
. .	. .	July 10	The school property consists of the school-buildings and five adjacent houses. In the purchase of the site and the erection of the buildings a sum of 3821*l.* has been expended. Raised by subscriptions and donations 1480*l.*, by Treasury grant 400*l.*, by bazaar 305*l.*, by collection at church 45*l.*, and by 29 shares (1450*l.*) of 50*l.* each, bearing interest at 5 per cent., to be paid off by the rents of the houses and the surplus school fund. Nine shares have been paid off during the last five years. The school-rooms will contain 1330 children; they are three stories in height, occupied respectively by the boys, girls, and infants. The trustees have not invited inspection.
64 0 0	0 17 2	July 11	The infant school is an excellent one, and the boys' and girls' schools greatly improved since my last inspection.
. .	. .	July 17	The discipline of these schools is good: I have nowhere seen control more perfect, or authority more easily exercised. The boys' school has greatly improved in every respect since my last inspection. The girls' school has fallen off in its efficiency.
18 0 0	0 11 11	September 2	I cannot record favourable impression of the boys' school; only 9 boys, being 1 in 12, could read with ease and correctness. Such a school cannot be efficiently conducted by a single master. The state of the girls' school, considering its numbers, is highly creditable to the mistress.
45 0 0	0 14 6	September	This school has great local celebrity. The infant school is excellent, the mistress being a person of gentle but firm character, and a skilful instructress. The boys' and girls' schools have greatly improved since my last inspection. The mistress has been changed, and the master has made great and successful efforts to raise the standard of instruction in his schools.

* The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.

NAME OF SCHOOL.	NUMBER.														
	Population for whose benefit the School was Erected.	Number of Children for whom accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Average Age of the Children.		Number of Paid Teachers exclusive of Pupil Teachers or Monitors.		
						Boys	Girls	Infants.	Boys	Girls	Boys.	Girls.	Boys	Girls	Infants.
Birmingham, St. Peter's.	. .	. .	. .	.	. .	.	.	. .	.	.	. .	. .	.	.	.
,, St. Philip's . .	. .	. .	280	170	3*d*. & 2*d*	93	72	. .	5	7	7 to 8	7¾ to 8¼	1	1	.
,, St. Thomas's . .	. .	. .	. .	.	2*d*.	.	.	50 G 120 B	5	5	. .	. .	1	1	.
Birkenhead	4,500	384	134	169	2*d*.	123	89	. .	6	6	8 to 10	8 to 10	1	1	1
Bishop's Itchington	. .	. .	. .	.	. .	19	20	. .	.	.	7½ to 8½	. .	.	.	.
Blackfordby	350	97	95	46	2*d*. & 2½*d*.	.	.	56	4	5	. .	. .	.	1	.
Blakenhall	800	109	67	44	1*d*.	.	.	36	.	.	. .	. .	.	1	.
Bloxwich	. .	. .	271	.	1*d*. & 2*d*.	69	41	46	5	5	7 to 8	8 to 9	1	1	1
Bowden, Great. . .	. .	. .	45	.	. .	29	31	. .	5	4	8 to 9	6¾ to 7¾	.	.	.
Branston	. .	. .	142	66	6*d*. 3*d*. 2*d*. & 1*d*.	13	14	25	3	3	10 to 11	8 to 9	1	1	.
Brierly Hill	12,290	150	320	240	1 & 2	66	116	168	5	8	7⅘ to 8⅘	8⅔ to 9⅔	1	1	.
Buckminster. . . .	900	80	. .	.	. .	21	17	. .	3	3	. .	. .	1	1	.
Burslem	7,000	223	108	77	2*d*. & 3*d*.	69	6	. .	6	1	. .	. .	.	.	.
Burton-on-Trent . .	5,000	550	348	270	2*d*. 1½*d*. & 1*d*.	89	65	59	.	6	. .	. .	1	1	1
Buglawton.	2,000	270	. .	.	2*d*.	.	.	L. 79	.	.	5⅔ to 6¼	. .	.	1	.
Bollington	. .	. .	. .	.	.	.	.	. .	.	.	. .	. .	.	.	.

ATTAINMENTS.																		LIBRARY.	
READING.				WRITING.		ARITHMETIC.													
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys	Girls	Boys	Girls.								
..	..	..	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
20	18	23	13	39	22	35	28	18	.	..	..	.	18	18	.	.	.	.	.
26	..	..	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
36	43	36	11	53	31	41	21	10	19	2	..	.	49	30	.	30	18	125	734
..	..	..	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
11	8	..	5	1	4	4	3	1	4	..	..	.	.	2	.	.	.	.	.
..	..	..	..	..	..	..	..	.	.	.	..	.	.	.	.	.	.	.	.
26	14	3	6	24	8	34	4	.	.	..	..	.	20	.	.	.	.	.	.
8	19	10	4	18	9	7	19	.	4	6	..	.	.	6	.	6	.	.	.
16	18	7	6	13	9	18	9	1	.	1	..	.	18	2	.	.	.	70	.
20	57	7	5	19	25	41	58	3	.	4	..	.	9	29	.	.	.	.	.
9	6	9	8	16	10	8	14	6	.	4	..	.	.	.	.	.	.	.	.
24	2	6	1	33	.	36	..	.	.	11	..	.	11	11	11	11	11	.	.
54	18	6	16	79	35	54	26	.	24	5	..	35	71	42	36	.	77	.	.
18	..	7	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
..	..	..	..	..	..	..	..		.	..	..	.	.		.	.	.	.	.

(*Continued on pages* 288, 289.)

NAME OF SCHOOL.	EXPENITURE.							INCOME.		
	STIPEND.				SUNDRIES.					
	Master	Mistress.	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c	Fuel.	Endowment.	Annual Subscriptions and Donations.	Fees.
	£. s. d.	£. s. d	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d	£. s. d.
Birmingham, St. Peter's.	No fixed stipend.		. .	. .	. .	. .	. .	. .	12 0 0	. .
,, St. Philip's . .	About 9 0 0	1 0 0	. .	. .	. .	. .	. .	. .	. .	. .
,, St. Thomas's . .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Birkenhead	70 0 0	41 5 7½	Ass.-Master. 10 0 0	. .	45 7 0	17 150	10 5 10	. .	112 3 0	57 19 6
Bishop's Itchington	. .	. .	.	. .	. .	. .	. .	. .	. .	. .
Blackfordby . . .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Blakenhall	. .	5 0 0 and fees.	. .	. .	0 15 0	1 11 6	3 0 0	. .	. .	. .
Bloxwich	20 0 0 and fees.	10 0 0 and fees.	5 0 0	. .	4 0 0	. .	5 10 0	18 0 0	. .	4 4 6
Bowden, Great, . .	42 0 0		. .	. .	.	. .	. .	. .	. .	. .
Branstone	40 0 0	20 0 0	. .	. .	. .	3 12 9	6 13 0	. .	31 5 6	26 0 0
Brierly Hill	30 0 0	15 0 0	. .	. .	3 10 0	12 0 0	5 0 0	. .	30 0 0	58 0 0
Buckminster. . . .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Burslem.	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Burton-on-Trent . .	60 0 0	35 0 0	30 0 0	. .	. .	. .	5 6 4	. .	66 5 2	95 10 0
Bugbawton	. .	40 0 0	. .	. .	. .	. .	. .	. .	13 3 6	. .
Bollington.	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .

Annual Collections.	Annual Cost of the Education of each Child.	Date of Inspection.	REMARKS. * The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of Teachers, and the character of the instruction in Schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.
£. s. d.	£. s. d.	1845.	
45 0 0	0 13 0	July 18	This school had not yet opened at the time of my inspection. I had, therefore, no other duty to perform than to audit the building accounts.
. .	. .	July 16	The boys' school, although still one of inferior merit, has improved since my last visit. The girls' school is still in a deplorable state.
. .	. .	July 10	An infant school. The reading of the children has much improved since my last visit, and is creditable to the exertions of the mistress. Apparatus is much wanted.
27 2 0	1 3 0	May 7	The school-buildings include a boys', girls', and infants' school, a house for the master, and apartments for two mistresses. The boys' school, which has been opened only one year, is a very promising one. The master, brought up at the Chester Training College, is devoted to his work, and knows how to go about it. Secular Readers are used; and the result is, that the children know more of the Scriptures than they usually do where they read out of no other book than the Bible. I cannot speak favourably of the girls' school. The infants' school is not yet opened.
. .	. .	July 8	A dame's school, taught by a respectable old woman. The site of the school-house is part of the churchyard, not otherwise appropriated for school purposes than by a faculty of the Dean and Chapter of Lichfield.
. .	. .	August 5	An ancient ecclesiastical district of Ashby de la Zouch, among the population of which—composed of agricultural labourers and potters—Mormonism has been prevalent. The school is taught by a mistress. There is an excellent collection of apparatus of which she does not understand the use. The children read imperfectly.
10 0 0	. .	Sept. 10	An infant school. A neat building, situated in the middle of a piece of common land having its site surrounded with a substantial wall and a row of trees, and most carefully kept. The income of the mistress arises entirely from the pence, and is lamentably small.
35 0 0	. .	Sept 10	No grant of the Committee of Council has ever, I believe, been more judiciously applied, or with more satisfactory results, than the small one, made since my last visit, in aid of the erection of two class rooms in this school, the purchase of apparatus, and the general repair of the building. The discipline of the school is excellent, and the knowledge of the children in many respects highly creditable to their teachers.
. .	. .	July 23	The boys' school is well taught. I have visited few schools which have afforded me more distinct evidences of careful and persevering attention on the part of the master. Apparatus is much wanted.
. .	1 1 4	August 15	This school is taught by a master and pupil teacher without the aid of monitors. It is an elementary school, of a very superior class; much of the excellence of which is due to the active supervision of the rector and his lady. The discipline is particularly good, and the religious instruction of the children truly admirable.
40 0 0	0 5 6	Sept. 5	This great school remains much in the same state as at my last visit. The clergyman is, however, very desirous of improving it; and I do not despair of seeing it one of the best in my district. The infants' school is a redeeming feature.
. .	. .	August 15	An excellent village school, taught by a master and pupil-teacher without the aid of monitors.
. .	. .	May 30	In the first class of this school, five or six children have been taught, with considerable care, geography, English grammar, etymology, and the history of England, since the period of my last inspection, when I reported unfavourably of the school. I wish I could now report that I have found it materially improved in other respects. It is most desirable that a thoroughly efficient elementary school be maintained in this town.
. .	0 9 8	Sept. 18	The discipline appears good, maintained with roughness by the master, but with ease and gentleness by the mistress. In the girls' school more attention is required to the reading of the lower classes.
. .	. .	May 20	A very promising infant school, the mistress of which is an intelligent and skilful teacher. The school is, however, quite unequal to the instruction of the elder children assembled in it with the infants at the time of my visit. Fifteen of these were *short timers*. They were pitiably ignorant. The mechanical character of their employments appeared to have entered into their very souls. Only one of them could read at all.
. .	. .	May 27	A large and commodious school-house, built by the aid of a Treasury grant of 250*l*., occupying a corner of the churchyard, and not otherwise conveyed to trustees than as erected on a portion of the site of the church. I did not examine the school. A second school is in progress of erection in another portion of the district, the population of which is chiefly employed in the cotton mills.

NAME OF SCHOOL.	NUMBER.														
	Population for whose benefit the School was Erected.	Number of Children for whom accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Average Age of the Children.		Number of Paid Teachers exclusive of Pupil Teachers or Monitors.		
						Boys	Girls	Infants.	Boys	Girls	Boys.	Girls.	Boys	Girls	Infants
Chester, Christchurch	2,100	300	150	106	2*d.* & 1*d.*	53	64	. .	7	7	. .	. .	.	.	.
,, St. Mary's .	.	.	160	120	1*d.* & 2*d.*	.	52	77	.	.	3¼ to 10¼	. .	.	1	.
,, ,, Upton	. .	. .	50	40	2*d.* & 1*d.*	18	27	. .	.	.	6¼ to 8¼	. .	.	.	.
,, ,, Lache	. .	. .	20	20	1*d.*	.	.	19	.	.	. .	. .	.	1	.
Coseley, Prince's End.	. .	. .	. .	.	. .	30	36	50	3	3	. .	. .	.	.	.
,, West . . .	. .	. .	. .	.	2*d.* & 1*d.*	.	.	66	3	3	. .	. .	.	1	.
,, Christchurch.	. .	. .	. .	.	. .	72	40	44	4	5	. .	. .	.	.	.
Cann Lane and the Straits, Sedgley.	. .	.	. .	.	. .	28	37	. .	.	.	. .	. .	.	1	1
Catchem's Corner, Sedgley.	. .	. .	. .	.	. .	47	62	101	.	.	$8\frac{1}{5}$ to $9\frac{1}{5}$	. .	.	.	.
Clutton	. .	. .	27	22	1*d.*	14	10	. .	4	2	. .	. .	1	1	
Cheadle	4,399	300	259	238	1*d.*	91	68	90	6	5	. .	. .	1	2	1

ATTAINMENTS.																		LIBRARY	
READING.				WRITING.		ARITHMETIC.													
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.
Boys.	Girls.	Boys.	Girls.	Boys.	Girls	Boys.	Girls	Boys	Girls	Boys.	Girls								
13	18	6	12	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
..	..	..	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
..	..	..	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
..	..	..	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
27	6	4	7	7	..	12	..	.	.	..	..	.	.	.	.	.	.	.	.
21	4	..	..	7	..	12	..	.	.	..	..	.	.	.	.	.	.	.	.
31	21	10	7	28	13	41	24	10	.	..	..	35	.	.	.	6	.	.	.
2	7	1	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
21	11	10	7	16	11	33	16	.	2	..	..	.	.	.	.	.	.	.	.
6	5	..	3	5	6	1	..	.	.	..	..	33	.	.	.	.	.	.	.
51	33	14	13	40	30	46	37	15	6	4	..	.	37	19	40	40	57	.	.

(*Continued on pages* 292, 293.)

NAME OF SCHOOL.	EXPENDITURE.							INCOME.		
	STIPEND.				SUNDRIES.					
	Master.	Mistress.	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.	Fees.
	£. s. d	£. s. d.	£ s. d.	£. s. d	£. s d.	£. s d.	£. s. d	£. s. d.	£. s. d.	£. s. d.
Chester, Christchurch.	. .	34 0 0	9 0 0	. .	3 7 11	9 19 4	1 3 10	. .	12 3 24	32 12 6
Chester, St. Mary's	. .	15 0 0 and fees.	. .	. .	. .	2 12 5	2 0 3	. .	35 9 0	10 11 8
Chester, St. Mary's, Upton.	. .	8 0 0 and fees.	. .	. .	2 11 0	1 6 0	4 17 0	. .	11 0 0	17 8 4
Chester, St. Mary's, Lache.	. .	14 0 0	. .	. .	0 13 4½	. .	2 0 9½	. .	14 0 0	3 17 2
Coseley, Prince's End.	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Coseley, West . . .	. .	20 0 0	2 12 0	. .	. .	. .	. .	. .	. .	8 0 0
Coseley, Christchurch.	. .	. .	. .	.	. .	. .	. .	. .	. .	. .
Cann Lane and the Straits, Sedgley.	. .	40 0 0 With residence.	15 0 0	. .	. .	. .	. .	4 0 0	. .	30 0 0
Catchem's Corner Sedgley.	. .	.	. .	. .	. .	. .	. .	. .	. .	. .
Clutton	14	0 0	. .	. .	. .	. .	. .	. .	. .	. .
Cheadle	80 0 0	Two 22 0 0 30 0 0	5 0 0	4 0 0	10 0 0	17 17 1	4 18 0	30 0 0	89 0 6	22 13 6

Annual Collections.	Annual Cost of the Education of each Child.	Date of Inspection.	REMARKS.*
£. s. d.	£. s. d	1845.	* The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.
. .	. .	April 22	A large and well-built school-house, with an excellent dwelling house attached to it, situated in a suburb of Chester, which appears to be inhabited exclusively by labourers of the better class. The school, composed nearly equally of boys and girls, of whom eighteen only are above eight years of age, is taught by two mistresses, sisters, the character of the district rendering it impracticable to raise funds for the support of a master by voluntary subscription. I found the children better instructed in reading than at my former inspection.
8 9 0	. .	April 23	A decided improvement is apparent in the girls' school since my last visit. The two first classes have been taught to read not only with mechanical accuracy, but with a careful attention to the *subject-matter* of the lesson. The mistress is well educated and intelligent; the management of the school liberal and enlightened, and its prospects excellent. A new school-house nearly completed.
3 0 0	. .	April 24	A neat school-house, surrounded by a well-cultivated garden, in an outlying township of St. Mary, Chester. Of the 45 children present, 35 were under ten years of age. Their mean age was from 6¼ to 8½. The reading of the children has improved, and geography and mental arithmetic have been added to the subjects of instruction. The mistress has taught the first class vocal music, by note, with much success.
. .	. .	April 24	An outlying township of St. Mary, Chester, the inhabitants of which are considered to be a race of gipsies. I found here 19 wild-looking children, assembled in a school-house, which serves also the purpose of a dwelling-house, under the care of an old dame, who appears to have just knowledge enough to teach them to read.
. .	. .	August 20	An infant-school, taught by a zealous and efficient mistress, and a girls' school, taught by a mistress, assisted occasionally by the lay reader of the district. The premises of this school have a squalid and neglected appearance, although new.
. .	. .	August 20	An infant-school, taught by a mistress, who does not appear to me equal to the duties with which she is charged
. .	. .	August 26	An ecclesiastical district of Sedgley, inhabited by colliers and ironfounders, ignorant and, I fear, demoralized. The curate tells me that he seldom meets with a person who can read. Four school-buildings have recently been erected in this district by the aid of public grants. They are substantial and appropriate buildings, with sites of ample dimensions. They supply accomodation for 1000 children, dwelling-houses for three masters and their families, and apartments for four others. Funds are needed for the maintenance of efficient schools in them.
. .	. .	September 9	A small school-room (40 by 24), situated in one of those groups of hovels, of which hundreds are scattered over the district between Wolverhampton, Dudley, and Birmingham. On a tablet, on the external wall of this school-house, the word "cholera" is inscribed, to indicate the prevalence of the disease on this particular spot, and the fact that a portion of the cholera fund was expended in erecting it. This school, and those at Catchem's Corner, the Straits, and Coseley, were erected when the Rev. Mr. Girdlestone was vicar of Sedgley, in which great parish they are all situated. The establishment of these schools formed part in that series of measures by which he sought to introduce an efficient parochial system there, taking, as I am informed, the initiative in that great church movement which has since been carried out in the surrounding district.
. .	. .	September 9	Erected, by the aid of a Treasury grant, upon a site which appears never to have been legally conveyed or otherwise appropriated for school purposes. The buildings, including school-rooms for boys, girls, and infants, master's house and mistress's apartments, are of wood-framing, filled up with brick, to render them the more secure, in the event of the surface sinking, the whole being undermined. Considering that coal and iron are the staple products of these districts, and that the habitations of the poor are squalid and miserable in the extreme, I was much struck with the neatness and cleanliness of the children of this school. I wish I could record as favourable an impression of their learning.
. .	. .	April 29	A township of Farndon. The school remains in the same state as at my last inspection. The duties of the schoolmaster (92 years of age, and 71 years holding the appointment) are discharged by his daughter. I found 24 miserably ignorant and neglected children assembled. There is an endowment of 300*l*., of which 100*l*. is ancient, and 200*l*. bequeathed within 50 or 60 years by Mary Harrison; 14*l*. is paid annually as the interest of this sum by the neighbouring family of Leche. The site (1R. 33P.) is conveyed to the minister and churchwardens, by deed dated Dec. 6, 1837.
. .	1 6 2	September 15	The boys' school is scarcely in so efficient a state as at my last examination; certainly it has not made the progress I expected from the estimate I had formed of the abilities of the master. The girls' school has, however, greatly improved, particularly in the instruction of the lower classes. I was greatly pleased with the infant school.

NAME OF SCHOOL.	NUMBER.															
	Population for whose benefit the School was Erected.	Number of Children for whom accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Average Age of the Children.		Number of Paid Teachers exclusive of Pupil Teachers or Monitors.		
						Boys	Girls	Infants	Boys	Girls	Boys	Girls.	Boys	Girls	Infants
Church Coppenhall	616	72	55	44	2*d.*	.	.	12 B 26 G	6	6	$6\frac{2}{6}$ to $8\frac{2}{5}$	. .	.	1	.
Church Lawton . .	1000	165	84	48	2*d.* & $7\frac{1}{2}$*d.*	58	.	. .	5	.	$8\frac{1}{2}$ to $10\frac{1}{2}$	. .	1	.	.
Coalville	. .	. .	. .	.	. .	44	31	. .	4	3	$6\frac{5}{6}$ to $7\frac{2}{7}$	$8\frac{1}{2}$ to 0	1	.	.
Coventry, St. John	. .	. .	. .	.	4*d.* 2*d.* & 1*d.*	89	96	. .	5	6	7 to $8\frac{1}{2}$	7 to 8	1	1	.
,, St. Peter	. .	. .	. .	50	. .	67	22	. .	4	4	7 to 8	. .	1	1	.
Darlaston, St. George	8264	364	128	96	2*d.* & 3*d.*	62	29	.	.	.	. .	. .	1	1	.
Duckinfield	. .	. .	. .	193	2*d.* to 6*d.*	119	60	43	4	4	$9\frac{1}{2}$	$7\frac{1}{2}$ to 10	.	.	.
Fenny Compton . .	. .	. .	. .	.	. .	22	28	. .	4	4	. .	. .	1	.	.
Frodsham	. .	. .	. .	.	1*d.*	.	75	. .	.	6	. .	. .	.	1	.
Golden Hill	. .	. .	120	90	2*d.* & 3*d.*	49	44	. .	5	4	. .	. .	.	2	. .
Grandborough . .	. .	. .	. .	.	. .	.	.	. .	.	.	. .	. .	.	.	.
Handsworth St. James.	. .	.	129	82	1*d.* & 2*d.*	51	43	. .	5	6	$7\frac{1}{4}$ to $8\frac{1}{4}$	$7\frac{1}{4}$ to $8\frac{1}{4}$	1	1	.
Hartford	. .	. .	. .	.	. .	53	57	. .	7	7	. .	. .	1	.	.
Harbourne	. .	. .	. .	.	. .	72	66	. .	5	7	$8\frac{1}{2}$ to $9\frac{1}{4}$	$8\frac{1}{4}$ to $9\frac{3}{4}$	.	.	.

ATTAINMENTS.																		LIBRARY.	
READING.				WRITING.		ARITHMETIC.													
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.
Boys	Girls	Boys	Girls.	Boys.	Girls.	Boys	Girls	Boys	Girls	Boys.	Girls								
3	8	1	11	. .	7	. . .	5	.	.	. .	. .	.	.	.	.	.	.	.	.
18	. .	21	. .	35	. .	29	.	.	.	14	. .	14	14	14	.	14	.	.	.
13	12	7	6	16	7	13	8	3	1	4	. .	7	.	.	.	.	7	.	.
15	18	14	10	20	18	7	18	3	.	. .	. .	.	.	.	.	.	.	.	.
26	3	19	. .	35	. .	14	.	17	.	. .	. .	.	.	6	.	.	.	.	.
14	8	5	6	14	9	24	14	3	.	2	. .	.	.	20	.	.	.	.	.
36	13	11	15	24	20	41	12	3	8	3	. .	.	20	3	.	20	.	.	.
5	6	2	5	2	5	1	3	1	2	. .	. .	.	.	.	.	.	.	.	.
. .	25	. .	20	. .	14	. .	.	.	.	. .	. .	.	.	.	.	.	.	.	.
9	9	. .	10	1	8	3	8	.	2	. .	. .	.	.	.	.	.	.	.	.
. .	. .	. .	. .	. .	. .	. .	. .	.	.	. .	. .	.	.	.	.	.	.	.	.
17	6	7	8	24	16	17	7	5	4	1	. .	23	7	1	.	8	.	112	.
13	4	25	20	16	7	22	12	7	1	6	. .	18	21	.	.	21	21	.	.
37	36	15	8	38	35	23	20	23	6	5	. .	.	8	8	.	.	47	.	.

(*Continued on pages* 296, 297.)

NAME OF SCHOOL.	EXPENDITURE.							INCOME.		
	STIPEND.				SUNDRIES.					
	Master.	Mistress.	Mistress of the Infant School.	Monitors	Books and Stationery.	Repairs, Furniture Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.	Fees.
	£. s. d.	£. s. d	£. s. d.	£. s. d.	£ s. d	£. s. d.	£. s. d	£. s. d.	£. s. d.	£. s. d.
Church Coppenhall	. .	24 0 0	. .	. .	1 5 0	1 7 6	1 10 6	. .	5 0 0	17 0 0
Church Lawton . .	15 0 0 and fees.	. .	. .	. .	9 11 11	9 10 0	0 19 7½	. .	15 0 0	35 0 0
Coalville	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Coventry, St. John	30 0 0 and the fees.		. .	. .	. .	. .	. .	. .	. .	. .
,, St. Peter	Fees.	Fees.	. .	. .	0 10 0	1 0 0	1 0 0	. .	5 5 0	28 0 0
Darlaston, St. George	60 0 0	5 0 0 House and fees.	. .	. .	. .	. .	. .	. .	. .	. .
Duckinfield	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Fenny Compton . .	25 0 0	. .	. .	. .	2 1 0	. .	0 18 4	. .	28 19 4	. .
Frodsham	. .	25 0 0	. .	. .	3 11 0	8 16 0	4 11 0	15 0 0	12 0 0	16 0 0
Golden Hill . . .	. .	24 0 0	5 0 0	. .	3 0 0	22 0 5	3 0 0	11 0 0	6 1 0	15 0 0
Grandborough . .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Handsworth St. James.	43 0 0	38 0 0	. .	. .	2 12 0	3 4 5	1 5 0	. .	32 7 0	20 0 0
Hartford	60 0 0	. .	. .	. .	. .	. .	. .	. .	. .	. .
Harbourne	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .

Annual Collections.	Annual Cost of the Education of each Child.	Date of Inspection.	REMARKS.*
£. s. d.	£. s. d.	1845.	
. .	. .	May 15	A mixed infant and girls' school Reading is well taught. The children appear clean and happy, and the mistress does her duty to the best of her ability.
18 0 0	1 9 3	May 19	The school buildings are exceedingly appropriate in their architecture, and convenient in their arrangement. The standard of instruction is high, and the system vigorous and advancing. The master's heart is in his work The exercise of a more easy ascendancy in his school, and a more careful study of method, would make him a superior teacher.
. .	. .	August 13	An excellent school, established for the benefit of a large and rapidly increasing population of colliers; not taught on the monitorial system. The master an intelligent man, a good musician, a good teacher, and a pupil of the Rev. Mr. Fry of Leicester.
. .	. .	August 29	I did not examine the school. Erected by the aid of a Treasury grant of 120*l.* · includes a school-room for boys, a school-room for girls, and a master's house
18 0 0	0 12 2	September 4	Situate in a suburb of Coventry called Hill Field. The boys' school appears to have received the active supervision of the clergyman, who, at the period of my visit, had recently resigned. It has been remarkably well taught The master is a young man, too impatient in his manner with the boys, but zealous in his work, and efficient. The girls' school has not succeeded.
. .	. .	September 9	A boys' school and a girls' school, taught by a master and a mistress. The school-buildings are excellent, and a large population surrounds them. The schools have but recently been opened. I trust that I shall be enabled at some future inspection to record a high estimate of their efficiency.
20 0 0	. .	June 12	An infant boys' and girls' school, each under a separate teacher. The infants' school is creditable to the young mistress I cannot regard a high estimate of the efficiency of the others I do not attribute this to any want of skill or energy in the master, but to the numbers—far too great for the charge of a single teacher—and to the youthful character of the monitors, not one of whom is 12 years old, and whose average age is 10¼.
. .	. .	. .	The children read well, have been carefully instructed in religious knowledge, and possess more general knowledge than I usually meet with in similar schools, advantages which they owe, I conceive, to the labours of the rector and his lady among them
3 10 0	. .	May 9	A girls' school erected by the aid of a Treasury grant. The mistress, a respectable person, appears very anxious to do her duty The subjects of instruction are reading and writing, but no arithmetic There is a free school for boys in the parish, endowed with 50*l.* a-year, and having an excellent master's house (calculated to receive 30 boarders), and a capacious school room. Forty children attend this school.
9 0 0	0 12 8	May 29	This school, unfavourably mentioned in my last Report, has greatly improved. I found it under the charge of two mistresses, apparently in a good state of discipline, and presenting a moral aspect, as it regards cheerfulness and mental activity, which contrasts remarkably with the state in which I before saw it. The children are beginning to read, and have acquired some knowledge of Scripture.
. .	. .	August 1	This school has much improved since my last visit. It is still under the charge of the same teachers, but they have discharged their duties far more efficiently The number of children has in consequence doubled.
18 4 10	1 1 5	August 13	The boys' school had suffered by a change of masters since my last inspection. The girls' school retains its efficient character.
. .	. .	. .	Erected by the aid of a Treasury grant The school-buildings are substantial, and well adapted to their use; one side of the play ground was, however, without a fence, and the drains and cesspools were, at the time of my visit, in a deplorable state I was not invited to inspect the school. I saw, however, sufficient to impress me with the belief that it was efficiently conducted. The master is an intelligent person, devoted apparently to his work.
. .	. .	August 18	The school-buildings, erected in 1837, by the aid of a Treasury grant of 140*l.*, include two school rooms (each 40 by 22), and an excellent master's house. The site is half an acre, well laid out and carefully kept, but not inclosed. The boys' school is a good example of a monitorial school—the master methodical, the boys orderly; and as much probably is done as can be done by the system adopted. The standard of instruction in the girls' school is much higher than in the boys, the clergyman himself taking an active part in the instruction of it. The children of both schools sing part music by ear, exceedingly well.

* The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.

NAME OF SCHOOL.	NUMBER.														
	Population for whose benefit the School was Erected.	Number of Children for whom accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Average Age of the Children.		Number of Paid Teachers exclusive of Pupil Teachers or Monitors.		
						Boys	Girls	Infants	Boys	Girls	Boys.	Girls.	Boys	Girls	Infants
Hylake	790	96	97	69	1*d.* & 3*d.*	49	41	75	3	2	8 4/5 to 10 3/5	. .	1	1	1
Hugglescote . . .	. .	. .	. .	.	1*d.*	16	25	. .	3	3	. .	. .	.	.	.
Hyde	. .	. .	. .	.	. .	54	32	. .	.	.	. .	. .	.	.	.
Hurdsfield	5,000	556	99	84	3*d.* 2*d.* & 1½*d.*	67	70	49	5	5	. .	. .	1	1	.
Kenilworth	. .	. .	. .	91	3*d.* & 4*d.*	54	32	. .	4	4	. .	9½ to 10½	1	1	.
Kegworth	1,945	66	80	50	6*d.* 2*d.* & 1*d.*	67	50	29	5	.	. .	. .	1	1	1
Kibworth Beauchamp.	. .	. .	. .	.	. .	56	65	. .	7	8	6½ to 7½	6½ to 8	.	.	.
Kinver	. .	. .	. .	.	. .	.	.	. .	.	.	. .	. .	.	.	
Kilworth, South . .	. .	. .	. .	.	3*d.* 4*d.* & 7½*d.*	36	27	. .	4	4	. .	. .	.	.	.
Knighton	465	22	61	46	2*d.* & *d.*	12	33	. .	4	4	. .	. .	1	1	.
Kingwarton . . .	. .	. .	65	54	2*d.* & 1½*d.*	25	28	. .	4	4	7 4/5 to 8 4/5	. .	.	1	.
Leek	. .	. .	. .	.	. .	67	57	. .	7	6	7 4/7 to 9	7 to 8	.	.	.

ATTAINMENTS.																		LIBRARY.	
READING.				WRITING.		ARITHMETIC.													
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys	Girls	Boys.	Girls.								
9	9	22	30	31	21	22	1	£	.	3	14	.	.	.	.	14	14	.	.
4	7	4	6	6	12	5	5	2	5	1	1	.	.	.	.	.	.	.	.
. .	. .	. .	. .	. .	. .	. .	. .	.	.	. .	. .	.	.	.	.	.	.	.	.
20	15	11	15	12	12	14	18	3	.	2	. .	6	6	2	1	.	.	.	.
11	15	17	17	28	18	17	28	5	4	6	. .	.	34	34	.	34	34	.	.
4	. .	3	. .	14	. .	14	. .	3	.	. .	. .	.	3	.	.	.	.	.	.
20	16	8	12	26	18	20	22	5	6	1	. .	6	12	.	.	.	.	.	.
.	. .	. .	. .	. .	. .	. .	. .	.	.	. .	. .	.	.	.	.	.	.	.	.
20	14	10	9	9	7	10	. .	.	.	. .	. .	.	12	12	.	1	.	.	.
8	15	. .	8	. .	9	. .	8	.	.	. .	. .	.	.	.	.	.	.	.	.
16	16	2	6	9	13	5	8	7	10	. .	. .	17	.	.	.	10	7	.	.
18	23	11	10	25	14	16	18	.	3	10	. .	.	20	6	.	10	.	.	.

(*Continued on pages* 300, 301.)

NAME OF SCHOOL.	EXPENDITURE.							INCOME.		
	STIPEND.				SUNDRIES.					
	Master	Mistress.	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.	Fees.
	£ s d.	£. s. d.	£. s. d	£. s. d.	£ s. d	£ s. d.	£. s. d.	£ s. d	£ s d	£. s. d
Holylake	50 0 0	50 0 0	12 0 0 and board.	. .	3 4 10½	4 2 9	1 0 9	. .	39 6 0	31 0 0
Hugglescote . . .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Hyde	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Hurdsfield	50 0 0		Two 26 0 0 each	3 12 0	5 9 5	27 11 5	2 7 9½	10 0 0	0 10 6	. .
Kenilworth	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Kegworth	13 4 0	25 0 0	. .	.	17 18 0	16 15 5	2 11 0	8 13 4	. .	. .
Kibworth Beauchamp.	. .	. .	. .	. .	. .	. .	. .	.	. .	. .
Kinver	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Kilworth, South . .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Knighton	27 0 0	. .	. .	. .	2 5 0	2 18 0	2 5 10	. .	20 10 0	15 0 0
Kinwarton	. .	35 0 0	. .	3 5 0	0 13 9	2 11 2	1 0 0	. .	4 7 1	9 4 9
Leek	. .	. .	. .	.	. .	. .	. .	. .	. .	. .

Annual Collections.	Annual Cost of the Education of each Child.	Date of Inspection	REMARKS.*
£ s d	£. s. d	1845	
30 0 0	..	May 8	A district of the parish of West Kirby, situated at the extremity of the peninsula which separates the Dee and the Mersey, inhabited chiefly by fishermen, but resorted to as a watering place in the summer season. I have never visited any place where a good school was less to be expected, and I have rarely found a better It affords an encouraging example of what may be done for the children of a little community, remarkable for its seclusion, occupying a low position in the social scale, long neglected, and very ignorant The success with which the boys write out on paper their recollections of the oral instruction they have received is conclusive evidence of the zeal and ability of their teacher, and of the just appreciation of the educational wants of the poor on which their course of instruction is founded
..	..	August 6	A boys' and girls' school, taught in the same room by a master and mistress, which I was not invited to examine It was erected by the aid of a Treasury grant. The site is a farm-yard, the school room and offices, in most objectable proximity, cover the whole of it. No trust deed could be found.
..	..	June 11	This school for boys and girls, is taught in a noble school house by a master and his wife I did not examine it, the whole time allotted to my inspection having been passed in reading over the long trust deed, and trying to arrange a misunderstanding among the trustees.
16 11 1½	..	May 23	A second school house has been erected since my last inspection in this great suburb of Macclesfield. A boys' school, a girls' school, and an infants school, are taught in it. I can record no favourable impression of the two former. A master from Battersea has, however, been appointed since the period of my inspection, and I am informed that, under his management, it has greatly improved The infants' school is extremely well conducted, and very successful. The labours of the clergyman in promoting the interests of education in his district are indefatigable
..	..	August 8	A girls' school and an infants' school The standard of instruction in the former is low the discipline apparently good The infants school is in every respect an excellent one. The school-buildings consist of a school-house of two stories, built in 1835 by the aid of a Treasury grant, and of two substantial dwelling houses.
12 0 0	1 3 3	August 14	A boys' school and an infants' school. The master has for many years held the endowment of an ancient village school, being one third the rent of a piece of land and 8*l.* 13*s* 4*d* charged on certain fee farm rents, in all about 14*l.* He lives in an old house in the churchyard where his school was formerly taught, and which is supposed to have been built by subscription It is now much out of repair I found the boys very ignorant The mistress of the infant school is an efficient teacher It is, however, impossible that she should adequately instruct the class of elder girls who are placed under her charge, in addition to a large school of infants
..	..	July 23	The discipline of these schools is excellent The greatest order prevails throughout them; and yet I have never visited any throughout which more distinct evidences of an unsuccessful course of instruction were apparent The master does not appear to teach much himself, but to consider his responsibilities limited to keeping the machinery of the monitorial system smoothly at work.
..	..		An excellent school house, erected by the aid of a Treasury grant at a cost of 198*l*, on an eminence overtopping the village, and overlooking the high road. I did not examine the school, which is only for girls. There is an endowed school for boys, of which the clergyman is master.
..	..	July 22	A school built, endowed, and maintained, chiefly at the expense of the vicar The children are well taught to read I wish the system were directed with greater success to the exercise of their intelligence
..	..	July 24	The mistress of this school considers, apparently, all instruction except scriptural instruction and reading, out of her province She has succeeded in what she has undertaken,
..	0 15 9	August 21	The efficient and useful character which belongs to this school, in some important respects it appears to owe to the warm interest which the rector and his lady take in its welfare, and to their active supervision The duties of the mistress appear to me to be imperfectly discharged. The children are not well grounded in the technical branches of instruction
..	..	Sept 17	The boys' school has greatly improved since my last visit, particularly in its lower classes, of which I then complained It would now be one of the best schools under my inspection, if the master were more temperate in his manner, and would study to exercise a moral ascendancy in his school. I can record no favourable impression of the girls' school.

* The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.

NAME OF SCHOOL.	EXPENDITURE.							INCOME.		
	STIPEND.				SUNDRIES.					
	Master.	Mistress.	Mistress of the Infant School.	Monitors	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.	Fees.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d	£. s. d.	£. s. d.
Leicester, Christchurch.	70 0 0	40 0 0	. .	11 4 0	6 1 3	12 7 7¼	1 9 10½	. .	22 2 6	81 2 4
,, St. Margaret's	40 0 0 with half the pence.	26 0 0	. .	7 1 0	29 15 5	12 14 6	4 2 6	. .	8 6 0	112 10 0
Leese	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Liscard	50 0 0 and part of fees.	30 0 0 and ditto.	30 0 0 and ditto.	. .	5 19 4	13 4 4	3 0 8	. .	80 18 5	66 9 10
Leftwich	. .	Children's fees.		4 0 0	1 2 1½	13 6 4	1 8 0½	. .	4 15 0	. .
Longton, St. James's	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Macclesfield, St. George's.	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
,, Christchurch	54 10 9		. .	. .	27 5 4	11 2 0	2 14 3	30 0 0	31 11 6	30 0 0
Market Harborough	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Marple	30 0 0, with the fees.		. .	. .	2 10 5½	2 5 0	3 4 6	. .	14 3 0	26 0 0
Marton	.	. .	. .	. .	. .	. .	. .	. .	. .	. .

Annual Collections	Annual Cost of the Education of each Child	Date of Inspection	REMARKS *
£ s. d	£ s. d	1845	* The opinions which the Inspector has expressed in this column are to be understood *relatively* The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.
29 9 9¾	0 15 2	July 29	The upper classes of the boys school are well instructed, the master is an efficient teacher, and he is assisted by two pupil teachers I cannot record a favourable opinion of the state of the girls school
35 0 0	0 14 0	July 30	The master and mistress are assisted in their labours by the young persons training for the office of teacher under the direction of the Rev Mr. Fry
. .	. .	May 28	A neat little school house, situated in an unfrequented lane in the midst of a scattered population constituting a township of the district of Goostrey, in the parish of Sandbach I found the school house in excellent repair but closed except for the use of a Sunday school. The day school having long been maintained chiefly at the expense of the curate, was given up in 1841 A church is, however about to be built near the school house It will then be re opened
33 6 10	0 7 3	May 8	A substantial school house, of two stories, without a boundary wall towards the road, or play ground, or master s house I cannot speak in terms of commendation of the boys' school The scriptural knowledge of the girls of the first class was excellent and they answered with remarkable intelligence The mistress appears to exercise an easy ascendancy in her school and to love her work There is in aspect of life and cheerful activity in the school which is characteristic of good teaching The standard of secular instruction is, however, very low
8 6 1	. .	May 12	An infant school The children are, for the most part, those of *flatmen* employed in the navigation of the River Weaver The zealous and benevolent efforts of a lady resident in the village, aided by an intelligent mistress, have made this one of the most efficient schools for the instruction of young children that I have visited The religious knowledge was excellent 20 of the children (being one fourth of the whole) could read well in the Testament, a thing unparalleled.
. .	. .	June 3	The school house built by the aid of a Treasury grant of 125*l*, appears to be rapidly falling into decay bad bricks having been used in its construction Dwellings for the master and mistress have been erected on the school site at the expense of the incumbent I did not inspect the school
. .	. .	May 22	This school received a Treasury grant of 350*l* Until the October preceding my inspection it was an infant school only A day school for elder children, chiefly *short timers* was then added to it, 125 of these attend it, some in the morning and some in the afternoon It was but imperfectly organized at the time of my visit The infant school is large and appears to be well conducted My inspection not having been previously invited, I had allowed myself only the time necessary to audit the accounts and peruse the deed
40 0 0	9 6 0	May 27	A boys' and girls school taught by a master, and also an infant school taught by a master I found this school in the same state as at my last inspection Arrangements were, however in progress for placing it on a more efficient footing, these have since been completed. An endowment of 30*l* per annum has been secured, a new master, from Battersea, appointed to the National school, a house built for his use, and the master of the infant school replaced by a mistress.
. .	. .	May 12	I did not inspect this school
30 0 0	0 11 7	June 11	A hopeful school. The instruction of the children in reading, English history and vocal music is excellent The mistress is a very zealous and efficient teacher The school is very inadequately supplied with books
. .	. .	May 20	The discipline of this school appears to be enforced by a frequent, but (as the master assured me) a gentle use of the cane It is arranged on the plans of the Committee of Council The master was trained at Battersea The difference between a school in which the mind of each child is brought, as it is in this school, continually under the influence of the mind of the master, and an ordinary monitorial school, is remarkable The children have a power of attention, a quickness of intelligence, and resources of language, rarely or never met with in a monitorial school

NAME of SCHOOL	NUMBER.														
	Population for whose benefit the School was Erected.	Number of Children for whom accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the time of Examination.			Number of Classes.		Average Age of the Children.		Number of Paid Teachers Exclusive of Pupil Teachers or Monitors		
						Boys	Girls	Infants	Boys	Girls	Boys	Girls.	Boys	Girls	Infants
Middlewich	. .	. .	. .	.	. .	74	56	36	6	6	7 4/7 to 9 4/7	8 to 10	1	1	.
Moddershall . . .	. .	. .	. .	.	2d. 3d, 4d, & 6d	25	18	. .	.	.	. .	. .	1	1	1
Moulton	318	75	68	.	1½d	.	.	80	6	.	5½ to 7½	. .	1	1	.
Mowcop	1,200	168	142	61	4d., 2d., 3d, 2d	26	39	. .	.	.	. .	. .	1	1	.
Marshall Vernon .	403	156	. .	74	1d. to 8d.	29	18	. .	3	3	7½ to 9½	. .	1	1	.
Nantwich	. .	. .	307	168	1d. & 2d.	87	108	. .	7	5	6½ to 8½	6½ to 8½	1	1	.
Nupton on the Hill	934	70	40	.	1½d & 1d.	5	35	. .	5	4	7 to 8	. .	.	1	.
Newcastle-under-Lyne.	. .	. .	. .	.	. .	134	110	111	.	.	. .	. .	.	.	.
Northenden . . .	1,200	80	. .	.	. .	.	.	26	.	.	. .	. .	.	.	.
Oak Farm	. .	. .	. .	.	. .	91	54	80	.	.	. .	. .	.	.	.
Oscott	. .	. .	. .	.	. .	42	17	. .	4	3	. .	. .	.	.	.

ATTAINMENTS.																		LIBRARY	
READING.				WRITING.		ARITHMETIC.													
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys	Girls	Boys.	Girls.								
33	31	7	10	38	21	10	10	11	.	4	. .	.	10	.	.	.	15	.	.
8	5	1	5	5	12	5	. .	.	.	. .	. .	.	.	.	.	.	.	.	.
41	. .	12	. .	10	. .	29	. .	.	.	. .	. .	.	.	.	.	.	.	.	.
5	12	9	8	9	13	13	9	.	4	1	. .		.	.	.	.	.	.	.
8	8	13	10	20	9	2	8	2	8	16	. .	20	20	14	.	20	20	.	.
22	18	17	16	31	21	14	26	11	..	6	. .	.	.	.	.	.	.	.	.
18	21	11	7	17	16	8	10	.	6	3	. .	6	40	.	.	.	.	.	.
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1	1	. .	4	. .	. .	. .	. .	.	.	. .	. .	.	.	.	.	.	.	.	.
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12	6	5	3	8	9	7	7	2	..	1	. .	.	.	.	.	.	3	.	.

NAME OF SCHOOL.	EXPENDITURE.							INCOME.		
	STIPEND.				SUNDRIES.					
	Master.	Mistress.	Mistress of the Infant School.	Monitors	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.	Fees.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Middlewich	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Moddershall . . .	30 0 0		. .	. .	. .	. .	. .	. .	. .	. .
Moulton	20 0 0	20 0 0	. .	. .	. .	. .	. .	. .	9 10 0	14 0
Mowcop	35 0 0	24 0 0	. .	5 4 0	6 0 5	18 0 0	2 6 3	. .	24 0 0	17 10
Muirshall Vernon .	60 0 0	. .	. .	. .	. .	0 7 0	. .	. .	30 0 0	. .
Nantwich	70 0 0	40 0 0	. .	4 10 9	8 9 0	16 11 11	5 9 4	16 0 0	92 13 0	50 10
Naptou-on-the-Hill	Subs. and fees.		. .	. .	. .	. .	. .	. .	8 18 0	. .
Newcastle-under-Lyne.	. .	. .	. .	.	. .	. .	. .	.	. .	. .
Northenden	. .	. .	. .	. .	.	. .	.	. .	. .	. .
Oak Farm	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Oscott . . .	. .	. .	. .	.	. .	.	. .	.	. .	. .

Annual Collections	Annual Cost of the Education of each Child	Date of Inspection	REMARKS *
£ s. d	£. s. d	1845	* The opinions which the Inspector has expressed in this column are to be understood *relatively* The standard to which he refers when speaking of the qualifications of teachers and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist
. .	. .	May 28	A school-house, two stories high erected by the aid of a Treasury grant of 70*l* in 1835, now much out of repair Without a play-ground or adequate space for offices, &c The infant school is taught in an old house adjoining The girls have acquired a considerable knowledge of Scripture I can record no favourable opinion of the boys' school The children appear to have learned nothing which they understand
11 14 6	. .	September 16	A hamlet which the erection of the school house seems to be civilizing at a rapid rate No sooner was it completed and licensed for Divine service, than a church was thought of, for which subscriptions are making, and a new road to the hamlet which is already in progress I find indeed, everywhere the schools the pioneers of general improvement The Government aid renders this first step comparatively easy and then the movement goes on
. .		May 12	A mixed infant and National school, taught by a mistress formerly a monitor in Mr. Farish's school at Sheffield The school has more than doubled its numbers since her appointment. I was exceedingly pleased with it The children have made great progress under her care.
5 0 0	1 9 7	June 3	The master and mistress are both skilful teachers The former, appointed since my last Report, is a young man of good talents and great thirst for knowledge, which the clergyman encourages by giving him instruction in Latin The mistress is devoted to her work and brings to it judgment, firmness, and a kind manner. She is greatly beloved by the children
. .	. .	May 15	Taught, without the aid of monitors, by a master, assisted in the afternoon by his wife, and as happens in all similar cases, better taught than a monitorial school The reading, writing, and arithmetic of the children are highly creditable to the master; and when the school shall be provided with a gallery, for which a grant is sought, and with maps and other apparatus I have no doubt that the instruction will assume that more intelligent character which, in some respects, it still wants.
. .	0 11 7	May 16	This school is not in the same efficient state as at the time of my last inspection the excellent master who then had charge of it having been appointed to the mastership of the Founding School in London and his successor suffering from ill health The girls' school has scarcely fallen less in its efficiency than the boys'
. .	. .	August 1	The mistress of this school is gentle in her manner, apparently interested in her work, aiming at a higher standard than usual, and on the whole successfully.
. .	. .	June 2	The infant school received a Treasury grant by the aid of which an old building, then used as a rag warehouse, was converted into a school house The site is nearly an acre, the situation low and damp and the building out of repair It is surrounded by a dense population of the lowest class I did not inspect the school
. .	. .	June 10	An infant school, the state of which I thought, under the circumstances, creditable to the mistress
. .	. .	Sept 11	These schools are established in connexion with the great iron works of Oak Farm, and supported by the firm My visit took place in the holidays They contain 300 children, of whom the boys and girls are taught together by a master and the infants by a mistress From the enlightened zeal manifested by the chief proprietor of these works in the cause of education, and the active supervision of the clergyman who has been appointed to the spiritual charge of the workmen employed in them, I anticipate a successful career and a large measure of usefulness for the schools.
. .	. .	August 4	Supported by the Hon. F Gough, of Perry Hall The buildings include a master's house and a school room affording space for 120 children The site is one acre There is no conveyance of it for educational purposes, or any permanent endowment The school is under the general management of the clergyman of the district. It is situated in the immediate neighbourhood of the old Roman Catholic College of Oscott.

NAME OF SCHOOL.	NUMBER.														
	Population for whose benefit the School was Erected.	Number of Children for whom accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Average Age of the Children.		Number of Paid Teachers exclusive of Pupil Teachers or Monitors.		
						Boys	Girls	Infants.	Boys	Girls	Boys.	Girls.	Boys	Girls	Infants
Quarry Bank . . .	. .	. .	270	210	2*d.* & 1*d*	69	41	38	5	5	. .	. .	.	1	1
Quorndon	. .	. .	66	36	1*d.* & 2*d.*	43	.	86	4	9¼ to 10¼		. .	1	1	.
Rainow	1,800	180	. .	50	2*d.* & 3*d.*	.	.	. .	.	.	. .	. .	.	.	.
Rothley	. .	. .	. .	.	. .	.	.	. .	.	.	. .	. .	.	.	.
Sandbach	. .	. .	. .	.	. .		150	. .	.	7	. .	. .	.	1	.
Siddington	700	242	131	101	7*d.* to ½*d.*	45	34	. .	5	5	79	. .	2	3	.
Sheepshed	. .	. .	260	130	4*d.* & 2*d.*	117	100	20	5	7	8	5	1	2	.
Shelton	22,021	150	234	154	1*d.* & 2*d.*	80	77	95	5	5	6¼ to 8¼	$7\frac{8}{11}$ to $9\frac{8}{11}$	1	1	1
Stone	4,700	294	. .	.	2*d.* & 3*d.*	.	76	37	.	.	. .	. .	.	.	.
Snitterfield	. .	. .	. .	.	. .	57	31	. .	.	.	. .	. .	.	1	.

ATTAINMENTS.																		LIBRARY	
READING.				WRITING.		ARITHMETIC.													
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.
Boys.	Girls	Boys	Girls.	Boys	Girls	Boys.	Girls	Boys	Girls.	Boys.	Girls.								
12	12	. .	. .	9	3	9	20	3	.	. .	. .	.	.	.	.	.	.	.	.
30	. .	13	. .	34	. .	23	. .	3	.	8	. .	.	23	23	.	.	.	.	.
. .	. .	. .	. .	. .	. .	. .	. .	.	.	. .	. .	.	.	.	.	.	.	.	.
. .	. .	. .	. .	. .	. .	. .	. .	.	.	. .	. .	.	.	.	.	.	.	.	.
. .	35	. .	16	. .	17	. .	22	.	10	. .	. .	10	21	21	.	21	21	.	.
26	17	9	11	22	20	13	16	5	4	4	. .	8	62	8	20	30	9	.	.
53	27	. .	12	37	21	53	12	14	6	4	. .	32	18	24	.	8	.	.	.
13	29	12	20	23	38	28	45	9	20	3	2	34	53	34	..	34	.	60	12
.	37	. .	10	. .	10	. .	6	.	.	. .	. .	.	.	.	.	.	.	.	.
23	9	24	9	15	12	15	4	2	.	9	. .	10	24	24	.	10	.	.	

NAME OF SCHOOL.	EXPENDITURE.							INCOME.		
	STIPEND.				SUNDRIES.					
	Master.	Mistress	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.	Fees.
	£. s. d.	£ s d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d	£. s. d.	£. s. d.
Quarry Bank . . .	The fees.	The fees.	. .	. .	. .	. .	. .	. .	10 0 0	48 0 0
Quorndon	30 0 0	. .	. .	. .	2 0 0	4 10 0	. .	10 0 0	21 0 0	7 10 0
Rainow	0	0 0	. .	5 0 0	. .	. .	. .	0 6 4	10 18 0	19 0 0
Rothley	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Sandbach	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Siddington	60 0 0	30 0 0	Assistant Master and Mistress. 31 0 0	. .	6 2 6	. .	3 1 8	8 0 0	. .	60 0 0
Sheepshed	10 0 0 and fees.	School fees, 6 10 0	6 10 0	. .	17 2 4	8 13 0	3 0 0	. .	14 2 4	70 0 0
Shelton	60 0 0	42 0 0	22 10 0	. .	6 18 9	30 18 1½	11 18 0	36 17 8	35 18 6	68 18 4
Stone	70 0 0	3 0 0 and fees.	5 0 0	. .	. .	. .	. .	. .	8 0 0	. .
Snitterfield . . .	. .	21 12 0	. .	. .	30 9 0 at commencement.		. .	. .	19 2 10½	15 5 0

Annual Collections.	Annual Cost of the Education of each Child.	Date of Inspection.	REMARKS.*
£. s. d.	£. s. d.	1845.	
. .	. .	Sept. 5	The funds for the maintenance of this school do not enable the promoters of it to obtain the services of competent teachers. It is situated amongst a population of colliers and nailers, the evidence of whose physical and moral degradaton is to be seen in the miserable character of their abodes, the untidiness and squalor of their children, and the disorder of everything about them.
. .	. .	August 11	This school has greatly improved since my last visit. The standard of instruction is now much above the average. The master is painstaking and intelligent: to eke out an inadequate salary, he fills several parish offices, which occupy his time, I fear, to the prejudice of his school. The mistress of the infant school is young, but skilful and earnest in her work.
4 14 7½	. .	May 23	This school has been shut up for a month, in consequence of a misunderstanding among the trustees, which my visit served as the occasion for adjusting. The clergyman was requested to select a master, for whom the trustees most liberally guaranteed, on their own private responsibility, a salary of 50*l.*
. .	. .	August 11	A lofty and substantially-built school-house, standing unoccupied in a village inhabited by agricultural labourers and framework-knitters (population 900). There is a school in the village endowed with a small house and garden, and the rent of 2A. 3R. 35P. of land, producing 15*l.* 5*s.* annually. I found 20 children assembled in this school, of whom 3 only were free. The endowment was for 14 free children.
. .	. .	June 4	The moral aspect of this school is eminently good, the standard of instruction aimed at high and advancing, and the reputation of the school great amongst the poor. Remarkable order and quiet are apparent in the school. The mistress is much beloved by the children. The master, had, at the time of my visit, been very recently appointed from Battersea. At his request, I postponed my inspection of the boys' school.
. .	1 7 4	May 21	Organized on plans approved by the Committee of Council, and taught by a master, assistant master, and mistress. Principles of a just and elevated character have been impressed upon the mind of the master, on which he evidently endeavours, to the best of his ability, to act. He studies the characters of the children, and seeks to apply the knowledge he thus acquires to the moral control of his school. Nothing could be more admirable than the deportment of the children during my examination. The standard of secular instruction is far higher than is common to elementary schools. In scriptural knowledge I have often found the memory more burdened, but never, I think, the minds of the children more enlightened.
. .	0 9 6	August 12	One of the best monitorial schools known to me; raised to its present reputation and real efficiency by the long-continued and zealous efforts and for the great personal sacrifices of the vicar, aided by those of a hard-working, conscientious, and intelligent schoolmaster.
49 12 6	1 0 5	June 3	This school is situated in the midst of a great and increasing population of potters. It receives annually the rents of two pieces of land called the Withy Banks, in the parish of Clayton Seabridge, left by Mrs. Bagnall in 1727. The state of the girls' school is highly creditable to the mistress, who is intelligent, devoted to her work, and quite equal to it.
12 0 0	. .	Sept. 16	The boys' school at this place was not assembled, by reason of the harvest. The girls and infants are taught in the same room by a mistress and assistant mistress. The mistress teaches the children to read, well, and has gained the confidence of their parents, who can judge thus far of the merits of her teaching. Those elder girls who wish it, are taught writing and arithmetic by the master.
. .	. .	July 21	An excellent village school, well filled; as to its course of instruction, enlightened and improving—its walls covered with good maps—plenty of books—secular Readers in use, and the boys taught to understand them; several farmers' sons among the scholars; one-sixth of the boys (a thing unparalleled) advanced to the Rule of Three, or beyond it.

* The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of Teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.

NAME OF SCHOOL.	NUMBER.														
	Population for whose benefit the School was Erected.	Number of Children for whom accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily Attendance.	Fee of each child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Average Age of the Children.		Number of Paid Teachers exclusive of Pupil Teacher or Teachers.		
						Boys	Girls	Infants.	Boys	Girls	Boys.	Girls.	Boys.	Girls.	Infants.
Stoke.	600	53	. .	102	3*d.* 2*d.* & 6*d.*	29	21	. .	5	5	. .	. .	1	1	.
Smethwick	8500	400	180	140		84	55	. .	6	5	$8\frac{1}{7}$ to $9\frac{1}{7}$	8 to $9\frac{1}{9}$	1	1	.
Studley	. .	. .	. .	.	. .	.	.	. .	.	.	. .	. .	.	.	.
Stockport, St. Thomas's.	. .	. .	. .	106	2*d.*	76	54	. .	5	5	. .	. .	1	1	.
Snaresstone	. .	. .	. .	.	. .	16	.	. .	.	.	. .	. .	.	.	.
The Straits	. .	. .	. .	.	. .	.	.	. .	.	.	. .	. .	.	.	.
Sutton, Higher . .	. .	. .	. .	.	. .	40	30	. .	4	4	. .	. .	.	.	.
Swepstone	. .	. .	. .	.	. .	25	45	. .	.	.	. .	. .	.	.	.
Sytch	. .	. .	110	86	2*d*, & 1*d*.	24	.	45	4	.	. .	. .	1	.	1
Thringstone, South	. .	. .	68	56	1*d*.	.	.	55	4	4	. .	. .	.	1	.
Tunstall	. .	. .	. .	.	. .	64	78	88	6	5	. .	. .	.	.	.

ATTAINMENTS.																		LIBRARY	
READING.				WRITING.		ARITHMETIC.													
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during first Six Months.
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys	Girls	Boys.	Girls.								
11	9	12	7	16	..	7	..	1	.	..	..	.	.	.	.	.	.		.
34	22	13	12	38	26	45	24	1	.	..	..	.	13	.	.	25	13	.	.
.	..	..	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
20	13	3	3	20	11	19	7	6	.	1	..	.	.	.	.	.	.	300	200
..	..	.	..	..	..	..	..	.	.	..	..	.	.	.	.	.	..	.	.
..	..	..	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
12	6	24	18	21	16	24	20	2	4	5	..	.	9	9	.	.	24	.	.
..	..	..	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	
12	..	7	..	5	..	7	..	3	.	1	..	.	4	6	.	6	.	.	.
7	8	6	5	8	6	10	14	3	.	..	..	.	.	.	.	.	7	.	.
15	23	30	29	17	48	31	23	6	6	1	1	.	43	26	26	.	12	.	.

NAME OF SCHOOL.	EXPENDITURE.							INCOME.		
	STIPEND.				SUNDRIES.					
	Master.	Mistress.	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.	Fees.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Stoke	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Smethwick	30 0 0	15 0 0	. .	. .	. .	. .	. .	. .	48 0 0	36 0 0
Studley	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Stockport, St. Thomas's.	Fees	. .	. .	. .		. .	. .	. .	40 0 0	23 5 0
Snarestone	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
The Straits	. .	. .	.	. .	. .	. .	. .	. .	. .	. .
Sutton, Higher .	. .	. .	. .	. .	. .	.	. .	. .	. .	. .
Swepstone	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Sytch	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Thringstone, South	.	21 0 0	. .	. .	2 0 0	. .	0 6 0	. .	7 18 6	12 0 0
Tunstall	30 0 0		1 6 0	2 12 0	. .	2 12 0	. .	. .	. .	. .

Annual Collections.	Annual Cost of the Education of each Child.	Date of Inspection.	REMARKS.*
£. s. d.	£. s. d.	1845.	
. .	. .	August 29	This thriving and popular school is taught by a master, and his wife in the afternoon, and with the occasional aid only of monitors. He is a good teacher, of gentle manners; and in religious knowledge, reading, writing, and arithmetic, the children are well taught. Of everything else they are deplorably ignorant.
15 0 0	. .	August 18	The girls' school has greatly improved since my last inspection. It is now an efficient school. I cannot record a favourable opinion of the boys' school. The duties of the master appear to me to be imperfectly discharged.
. .	. .	August 22	The school-house, built in 1810 by subscription, enlarged in 1837 by the aid of a Treasury grant, and received into union with the National Society, has passed into private hands, and is taught as a school *for young gentlemen*, six boys only being taught free on the nomination of the trustees. The site is nearly an acre. The schoolmaster's house affords accommodation for boarders, and contains two school-rooms each 26½ by 17.
23 5 0	. .	June 9	The school-house, substantially built, and two stories high, will contain 1260 children. I found 130 miserable, ill-taught, and ignorant children assembled in it. 900*l.* was contributed towards its erection by the Treasury and by the National Society, and 500*l.* by Lady Vernon, and yet the building-fund remained, at the time of my inspection, 380*l.* in debt. Nothing can be worse than the state of elementary education in Stockport, if, as I was informed, this is the best National school there.
.	. .	August 6	A boys' school, in the district of Swepstone, founded in 1717 by T. Channel, Esq., and endowed with the school buildings and site, together with seven acres of freehold land, a rent charge of 38*l.* on Upton Farm, and a library of 1100 volumes; for the free instruction of 36 boys, the master being allowed to take 20 others, who pay from 8*s.* to 10*s.* per quarter. I found only 16 present, of whom seven were pay-boys and nine free. The school-room is deplorably ill ventilated; and I cannot record a favourable opinion of the state of the school.
. .	. .	September 9	This school and that at Cann's Lane, both hamlets in the parish of Sedgley, are infants' schools, for the support of which adequate funds do not appear to be provided. The teachers are not equal to the duties with which they are charged; the school-rooms are much out of repair; the sites are the property of Lord Ward, who gave permission for the erection of the schools, but has never conveyed them for school purposes. 40 children on an average attend the Straits; there is a good house, and two-thirds of an acre of land. I know no district in which the maintenance of really efficient elementary schools appears to me more important.
. .	. .	August 18	The school-house is substantially and well arranged, except in regard to the offices, which require immediate alteration. The erection was aided by a Treasury grant. This is obviously a good school. My inspection, not having, however, been previously invited, I had not left myself time to examine it with the attention it deserves.
. .	. .	August 6	Partly an infants' school, taught by a mistress and assistant mistress. A vigorous and promising school. The children clean and well behaved. The school-house an appropriate and graceful building, erected on the waste at the intersection of four village roads, and at the small cost of 146*l.* 3*s.* 11*d.*
. .	. .	. .	An infant and boys' school, taught by a master and his daughter, in the district of St. Paul's, Burslem. The boys have been taught to read (mechanically), to work sums, and to write well. I found them entirely ignorant as to everything else.
2 0 0	. .	August 13	An excellent school-house, having a site of half an acre; but recently opened at the time of my visit, and imperfectly organized.
. .	. .	May 29	A vigorous and efficient school for boys, girls, and infants. The school-house, a large and convenient structure, was built in 1839, by the aid of a Treasury grant of 300*l.* The school is most inadequately supplied with books, and the school funds, notwithstanding the wealth and importance of the district, are deplorably low.

* The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of Teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.

NAME OF SCHOOL.	NUMBER.														
	Population for whose benefit the School was Erected.	Number of Children for whom accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Average Age of the Children.		Number of Paid Teachers exclusive of Pupil Teachers or Monitors.		
						Boys	Boys	Infants	Boys	Girls	Boys.	Girls.	Boys	Girls	Infants
Tarvin	. .	. .	. .	.	. .	.	.	. .	.	.	. .	. .	.	.	.
Talk-o'-the-Hill . .	. .	. .	. .	.	. .	32	58	. .	.	.	. .	. .	.	.	.
Uttoxeter	. .	. .	83	40 to 45	. .	41	45	. .	.	.	6¼ to 9¼	7 7/8 to 8 7/8	8	1	.
Utkinton	. .	. .	. .	.	1*d.* 2½*d.* & 4*d.*	11	22	. .	3	3	. .	. .	.	1	
Wetley Rocks . . .	849	159	190	93	1*d.* & 2*d.*	53	35	. .	5	5	. .	. .	1	1	.
Whitwick	. .	. .	. .	.	. .	.	.	67	.	.	. .	. .	.	.	.
Wigston, Great . .	2,177	173	. .	100	. .	50	26	. .	4	3	. .	. .	1	1	.
Wolverhampton St. John's	. .	. .	. .	.	. .	.	.	55	.	.	. .	. .	.	.	.
,, St. George's	. .	. .	. .	.	. .	172	116	113	7	6	7¼ to 8¼	9½ to 10½	1	2	1
,, St. Paul's	36,000	253	300	170	1*d.*	.	.	58 boys 70 girls.	3	3	. .	. .	.	.	.
Wednesbury, St. James's.	10,000	208	. .	150	2*d.* & 1*d.*	22	27	. .	6	6	7 5/8 to 8 5/9	7 8/11 to 8 2/11	1	1	.

ATTAINMENTS.																		LIBRARY	
READING.				WRITING.		ARITHMETIC.													
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.
Boys.	Girls.	Boys	Girls.	Boys.	Girls.	Boys.	Girls.	Boys	Girls	Boys.	Girls.								
..	..	..	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
..	..	..	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
13	16	1	6	10	22	14	22	.	.	..	..	.	12	13	.	.	.	.	.
..	4	1	3	1	3	1	7	.	.	..	..	8	.	.	.	.	.	.	.
24	16	7	8	27	14	27	24	3	.	1	..	.	7	7	.	7	.	138	.
13	..	6	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
20	9	5	4	6	3	12	..	.	.	1	..	1	1	1	.	1	.	.	.
..	..	..	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
74	59	20	12	50	26	87	26	7	.	..	..	.	.	.	.	.	.	.	.
24	25	1	..	..	..	..	..	.	.	..	..	.	.	.	.	.	.	.	.
20	25	12	9	7	9	25	25	4	.	..	..	.	21	.	.	12	.	.	.

NAME OF SCHOOL.	EXPENDITURE.							INCOME.		
	STIPEND.				SUNDRIES.					
	Master.	Mistress.	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.	Fees.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Tarvin	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Talk-o'-the-Hill . .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Uttoxeter	44 0 0		. .	. .	4 19 6	2 13 6	. .	. .	55 0 0	. .
Utkinton	. .	20 0 0	. .	. .	5 10 0	1 3 9	3 14 8	1 10 0	10 0 0	11 0 0
Wetley Rocks . .	80 0 0		. .	. .	. .	. .	.	. .	. .	11 0 0
Whitwick	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Wigston, Great . .	54 0 0		. .	. .	15 6 10	9 0 0	4 10 0	13 10 0	9 0 0	30 0 0
Wolverhampton, St. John's.	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
,, St. Georgeis	25 0 0 and fees.	10 0 0 and fees.	. .	. .	. .	. .	. .	. .	. .	. .
,, St. Paul's	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Wednesbury, St. James's.	60 0 0	26 0 0	. .	. .	. .	. .	. .	. .	12 13 0	60 0 0

Annual Collections.	Annual Cost of the Education of each Child.	Date of Inspection.	REMARKS.*
£ s d.	£. s. d.	1845	* The opinions which the Inspector has expressed in this column are to be understood *relatively* The standard to which he refers, when speaking of the qualifications of Teachers and the character of the instruction in Schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.
. .	. .	April 28	This school is one of those aided by a Treasury grant (77*l.*), which has not invited inspection Some delay appears to have occurred in claiming the grant In the mean time the school had been built and paid for by the aid of a bazaar The grant was therefore invested in the 3 per Cent. Consols, in the name of R W. Evans (the vicar) and T Highness, Esq Beside this sum, there is another (being the surplus of the building fund) also invested in the funds for the use of the school The two yield an interest of 8*l.* 8*s.* 2*d*, deducting income-tax. There is a debt of 120*l.* to W. H Vyse, Esq, for the repair of a former school-house; 6*l* is paid annually as the interest of this debt, of which 4*l.* is returned for the use of the school The trust-deed was enrolled 27th March, 1840. It conveys to the then vicar and churchwardens and their successors.
. .	. .	June 5	The mistress of this school possesses few other qualifications than those of the mistress of a common dame school. She is, however, earnest in her work, possesses, it is said, the confidence of the people of the place, and is greatly aided by the judicious counsel and support of some ladies resident in the neighbourhood. I wish I could record an opinion that the children were well instructed
. .	. .	September 12	The discipline of this school is imperfect The method of the master is nevertheless excellent, he is a clear, simple teacher and a man of superior general attainments I cannot record a favourable estimate of the efficiency of the girls school.
4 10 0	.*.	April 25	A new school house; a beautiful little structure, situated in a remote township of the parish of Tarporley. The school had been opened at the Christmas preceding my visit It is taught by a mistress. Only four of the children (33 in number) could read with tolerable ease in the Scriptures Many of them were, nevertheless, the children of farmers There is a school in Tarporley endowed with 20*l* a-year to which two landholders add 35*l.* This school unites the characters of an elementary and a middle school By the appointment of a skilful master (trained at Chester), the number of scholars had been increased since Christmas from 87 to 120.
14 0 0	. .	Sep 17	In the upper classes of both the boys' and girls' schools the religious instruction is excellent The discipline of the boys' school is fair, the master good-tempered, zealous in his work, efficient and desirous to raise the standard of instruction in the school. I cannot record so favourable an estimate of the labours of the mistress. The school is entirely supported by the clergyman, and owes yet more to his indefatigable labours for its welfare than to the pecuniary sacrifice he makes for it.
. .	. .	. .	An infant school built by the aid of a Treasury grant of 45*l* I cannot record a very favourable impression of its efficiency. There is a National school in the place, in which 46 boys and 20 girls are taught by a master and mistress (his wife). The school house is an ancient thatched building, the site 900 square yards.
25 0 0	0 16 6	July 24	The master of this school is a painstaking man and does his duty honestly and efficiently, according to his view of it I wish, however, that I could record a more favourable impression of the scriptural instruction of the children.
. .	. .	Sep. 8	An infant school, erected in 1834 by the aid of a Treasury grant of 260*l.* It was very successful until, by the formation of new ecclesiastical districts in Wolverhampton, it was placed on the confines of one of them, a large infant school being opened in the adjoining district The clergyman is desirous to sell it, and build another in a remote part of his district, among a neglected and demoralized colliery population.
. .	. .	Sep. 8	This school opened little more than six months before my visit, and I found 401 children assembled in it a sufficient evidence of the educational wants of the district. Each school (the 'boys', girls', and infants') has a single teacher I consider this provision practically inadequate for the instruction of the children. I cannot record a favourable impression of the school.
. .	. .	Sep. 8	I found the first class of this great infant-school quick, intelligent, and well taught. The mean age of the 52 children last admitted I ascertained to be, at the time of their admission, 3 years. Some of the school apparatus is good, but more is wanted.
14 0 0	. .	. .	But a few weeks opened at the time of my visit.

NAME OF SCHOOL.	NUMBER.														
	Population for whose benefit the School was Erected.	Number of Children for whom accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Average Age of the Children.		Number of Paid Teachers exclusive of Pupil Teachers or Monitors.		
						Boys	Girls	Infants.	Boys	Girls	Boys.	Girls.	Boys	Girls	Infants
Wednesbury Parish Church.	. .	. .	254	174	2*d.* & 3*d.*	106	85	. .	6		. .	. .	1	1	.
Warwick, St. Mary's	. .	. .	. .	.	. .	.	.	. .	.	.	$7\frac{5}{6}$ to $8\frac{5}{6}$	$8\frac{1}{7}$ to $9\frac{1}{7}$	.	.	.
Woodbank	. .	. .	. .	.	. .	12	10	. .	3	3	. .	. .	.	.	.
Wordesley	3640	104	211	140	1*d.*, 2*d.*, & 3*d.*	90	57	75	5	4	$8\frac{1}{2}$ to $9\frac{1}{2}$	$8\frac{1}{2}$ to $9\frac{1}{2}$	.	1	1
Wolvey	. .	. .	. .	42	1*d.* & 2*d.*	.	.	38	.	.	. .	. .	.	.	.
Wolstanton	4000	300	133	102	2*d.*	46	53	. .	4	4	6 to 8	$5\frac{1}{3}$	.	1	1
Woodhouse	. .	. .	. .	.	$1\frac{1}{2}$*d.*	38	34	. .	.	.	. .	. .	1	.	.
W. Bromwich, Trinity	2701	310	170	120	2*d.* & 3*d.*	80	57	. .	5	5	$7\frac{1}{2}$ to $8\frac{1}{2}$	$7\frac{3}{5}$ to $8\frac{3}{5}$	1	1	.

ATTAINMENTS.																		LIBRARY	
READING.				WRITING.		ARITHMETIC.													
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.
Boys	Girls.	Boys.	Girls	Boys.	Girls.	Boys.	Girls.	Boys	Girls	Boys	Girls.								
51	44	14	15	29	30	27	28	.	.	. .	. .	.	77	.	.	11	28	.	.
. .	. .	. .	. .	. .	. .	. .	. .	.	.	. .	. .	.	.	.	.	.	.	.	.
5	4	1	3	3	1	1	. .	.	.	. .	. .	.	.	.	.	.	.	.	.
51	32	14	10	49	18	22	35	23	.	5	. .	20	.	.	.	.	.	.	.
3	6	1	2	. .	. .	. .	. .	.	.	. .	. .	.	.	.	.	.	.	.	.
25	16	4	10	14	13	7	6	14	4	. .	. .	.	8	20	.	14	.	.	.
. .	. .	. .	. .	. .	. .	. .	. .	.	.	. .	. .	.	.	.	.	.	.	.	.
43	18	6	10	26	19	26	19	6	.	. .	. .	18	51	18	..	18	36	.	.

NAME OF SCHOOL.	EXPENDITURE.							INCOME.		
	STIPEND.				SUNDRIES.					
	Master.	Mistress.	Mistress of the Infant School.	Monitors	Books and Stationery.	Repairs, Furniture Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.	Fees.
	£. s. d	£. s. d.	£. s. d.	£. s. d.	£. s. d	£. s. d.	£. s. d.	£. s. d.	£. s. d	£. s. d.
Wednesbury Parish Church.	40 0 0 house and coals, fees for two years.	. .	. .	. .	14 0 0	30 0 0	7 0 0	. .	20 0 0	48 0 0
Warwick, St. Mary's	. .	. .	. .	. .	.	. .	. .	. .	. .	. .
Woodbank	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Wordesley	30 0 0	20 0 0	. .	. .	. .	. .	. .	. .	24 0 0	. .
Wolvey	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Wolstanton . . .	50 0 0	25 0 0 and fees above 18 0 0	. .	. .	. .	7 18 8	4 2 0	. .	35 10 0	40 7 3
Woodhouse	30 0 0 house and coals.	. .	. .	. .	. .	. .	. .	. .	. .	. .
W. Bromwich, Trinity	36 0 0 for any number not above 60; 38 3 0 or 60 to 70, and so on.	35 0 0	.	. .	7 6 3	7 16 10	1 12 4	. .	18 6 0	52 10 4

Annual Collections.	Annual Cost of the Education of each Child.	Date of Inspection.	REMARKS.
			* The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.
£. s. d.	£. s. d.	1845.	
. .	. .	August 26	The master, formerly a student in York Diocesan Training College, is an intelligent and a skilful teacher. The mistress, with the aid of her husband in teaching the higher classes, manages very well. At my last visit no other than a girls' school was taught here, and I found 32 girls assembled. The practicability of maintaining a boys' school was despaired of, notwithstanding that the population of the district is 10,000. The attempt has nevertheless been made; and I now find the girls' school doubled in number, and a thriving boys' school, the master of which and his wife are in the enjoyment of an income of 100*l.* a-year, and a house rent-free.
. .	. .	July 14	Aided in 1836 by a Treasury grant of 150*l.* It was formerly a Wesleyan chapel, and has been divided into two school-rooms by a floor intersecting it at half its height. The master, appointed two months before my visit, was a student at Battersea. I cannot record a favourable opinion of the efficiency of the school. I have, however, no doubt that it will improve.
. .	. .	May 2	I found this school in the same unsatisfactory state as at my last inspection. 22 dirty, unhappy-looking children were assembled in it.
50 0 0	. .	Sep. 11	The discipline of these schools is good; the master an able and experienced teacher, the instruction limited to reading, writing, and arithmetic. The mistress of the infant-school is very successful in the management of it. The buildings include residences for all the teachers.
	. .	July 31	The two mistresses who had charge of this school at my last visit have given place to one. The children are taught to read carefully. I should have been glad to see more regard for neatness and cleanliness, not less on the part of the children than of the mistress.
10 0	. .	June 2	The girls' school is remarkably well taught. The children have been well instructed in Scripture, and possess considerable knowledge of geography. I wish I could record an equally favourable opinion of the boys' school.
	. .	August 12	A school house for boys and girls, with a master's residence, built at the expense of Mrs. Hiley, and endowed with a sum of 1000*l.* in the 3 per Cent. Consols. The village is situated in Charnwood Forest. The inhabitants are agricultural labourers and frame-work knitters.
32 2	0 15 8	August 27	The master and mistress of this school have been changed since my last inspection, and the whole standard of instruction has been raised. The master, trained in the school of the Rev. Mr. Bull, of Birmingham, is earnest and intelligent, and the mistress an excellent teacher. The numbers have increased from 113 to 157.

Report on St. Mark's College, Chelsea, one of the Training Schools of the National Society, by the Rev. Henry Moseley, M.A., F.R.S.

My Lords,

Having, in the Report which I had the honour to submit to you last year, discussed at length the course of instruction adopted in St. Mark's College, my task is limited in this my Second Report to recording for your information the evidence which another year has afforded of the efficiency of that course of instruction for the purposes contemplated by the National Society in establishing the College. This object I assume to be the education of a superior class of masters for elementary schools.

The 8th of December having been fixed for the commencement of my inspection, I devoted that and the three following days to an inquiry into the progress made in the art of teaching by those students, 13 in number, who, being in the last half-year of their residence, were employed in teaching the children of the practising school attached to the Institution and those of the Chelsea Parochial School.

Having completed that branch of my inquiry which had reference to the professional attainments of the students, I proceeded to examine into their progress in those different branches of religious knowledge, general literature and science, to which their attention had been directed.

I have appended to this Report a list of the subjects tendered to me for examination;* they include in

Religious Knowledge,—The Old Testament History, the Prophecies relating to the Messiah, the Acts of the Apostles, Ecclesiastical History, the Liturgy, the Articles;

General Literature,—English Grammar, English History, Geography, Latin;

Science,—Arithmetic, Algebra, Trigonometry, Astronomy, Mechanics, Hydrostatics.

Having framed a series of questions† in each of these subjects, at the time appointed for examination in each subject, a copy of the questions having reference to that subject was placed before each student, who recorded his answers to them in writing. I have examined these answers, and in Table C., appended to this Report, I have recorded, in respect to the two first classes, the estimate I have been led to form of the merits of each answer.‡

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* See Appendix A.

† I have appended to this Report a copy of these questions. See Appendix B.

‡ The letters A., B., and C., are employed in this table to denote different degrees of merit, according to the method which I have more fully described in the Report upon the Battersea Training School.

The following was the order of examination:—

Friday, Dec. 12.—Art of Teaching (Morning).
Monday, „ 15.—Scriptural Knowledge (Morning).
Liturgy, Articles, Church History (Afternoon).
Tuesday, „ 16.—Algebra, Geometry, Trigonometry (Morning).
Natural Philosophy, Mechanics (Afternoon).
Arithmetic (Evening).
Wednesday, „ 17.—Reading (Morning).
Thursday, „ 18.—English History, Geography (Morning).
English Grammar (Afternoon).
Friday, „ 19.—Latin (Morning).
Astronomy (Afternoon).

I have, in my last Report, borne testimony to the eminent qualifications which the officers of the institution bring to the discharge of the duties severally intrusted to them. In the system which combines their labours I find, looking at it as a whole, evidences of a more mature and settled character, and a firmer operation than at the period of that Report. This is sufficiently accounted for by the addition of another year to the experience of the institution.

With this greater maturity of the system I was prepared to expect, in the results of my examination, a higher standard of attainment. In this expectation I have not been disappointed. Of those students who are in the last term of their residence, it may be predicated that, with reference to their religious instruction, and, all that is usually included in secular knowledge under the designation of a *liberal* as distinguished from a *professional education*, they are possessed of all those resources which the friends of education would desire to see associated with the office of an elementary schoolmaster.

Greater facility of composition is apparent in their exercises than at my last examination, and a higher standard of general intelligence. In a very few instances only, are traces to be found in the grammatical construction or the spelling of these exercises, of a neglected early education or a rude origin.

In Scriptural knowledge they have been very carefully instructed, and their knowledge of Church History, the Liturgy, and the Articles, may be characterized as at once sound and comprehensive. In the exercises of some of them in these subjects, I have found, moreover, the evidence of considerable powers of analysis and generalization united with extraordinary resources of memory.

They read *generally* with a due regard to expression in reading, and correct emphasis, and some of them with great truthfulness and feeling.

The book from which they read to me was Milton's Paradise Lost. Upon examination, they exhibited a fair intelligence of that work, and some of them a nice discrimination of its difficulties, and a just appreciation of its poetical beauties.

I conceive the success with which this important branch of the

instruction of a training college has been pursued, to be not less indicative of the attainment of a high standard of general intelligence among the students, and of the success with which their education has been pursued in the most enlarged and comprehensive sense of that term, than of the care and pains with which they have been taught to read. There is no part of my examination to which, from my experience in the inspection of training institutions, I am disposed to attach more importance, and there is none in the results of which I have felt more confidence.

Their knowledge of descriptive geography, and of some of the simpler elements of physical geography, I have not found so accurate as I could have wished. To that branch of physical geography which treats of the surface conformation of the earth, and of its relations to the great river systems, they have however given, I am informed, much attention, as well as to historical geography. Their knowledge of English history also has appeared to me scarcely on a level with their attainments in other subjects, and I have particularly remarked an imperfect acquaintance with the history of English literature.*

In a course of instruction otherwise so complete, it is to be regretted that some element should not have for its special object to bring the students to the knowledge of good authors and good books.

In English grammar, the text-book of the two first classes is the work of Mr. Latham—a work in which grammar, no longer an assemblage of conventional rules of speech, becomes a philosophical analysis of our language, and an elementary intellectual exercise adapted to the highest purposes of instruction.

It is not the least interesting feature of this work that it traces the English language through that series of mutations which associate it with the great events in our history,—with historical geography, and with the general progress of civilization. It is when one department of knowledge is thus exhibited in its necessary relations to others, that the study of it has, above all other influences, a tendency to open the understanding and give to it a larger growth. That any element of knowledge should exist in the mind, simply as a truth possessed, an acquisition made, a fact stored up, does not exhaust the functions of the teacher in respect to it. If with the act of so acquiring it there be associated the exercise of no other faculty than the memory, the work of education is, in respect to that element of knowledge, but imperfectly done, however complete and in itself, otherwise, valuable may be the acquisition. If the

* The following were answers given in writing by four of the students (two of whom were in the first class), when required to "Enumerate the great English writers of the time of Queen Anne, and their works:—

"Newton and Sir H. Davy."
"The Bridgewater Treatises."
"Bunyan and Newton."
"Shakspear, Milton, Bacon"

reason have taken its share in the acquisition of it, another step will have been made. But it is only when its relations with other cognate and collateral subjects are established in the students' mind that the functions of the educator are discharged and the work completed. It is on this connexion and harmony of the different elements of knowledge that the educated mind delights to dwell; and it is thus in seeking the obscure relations of things by perpetual transmutations of the same essential truth, that it acquires strength and aptitude for that varied application of the elements of knowledge, under altered circumstances, which is the great business of our intellectual life.

The subjects tendered for examination in Latin include the extracts from Ovid's Metamorphoses, which form the third construing lesson in the Charter-house grammar, and the first 28 chapters of the first book of Cæsar's Commentaries.

In the estimate I have been desirous to form of the merits of the exercises of the students in this subject, I have sought the assistance of my friend the Rev. Dr. Major, head master of King's College School; and I have had great satisfaction in deferring my own judgment to that of a scholar of so much eminence. I have appended a list of the students of the two first classes, arranged in the order in which he has classed their Latin exercises.*

In the first and second classes the philosophy of arithmetic has been made the subject of careful study, and generally the exercises of these classes afford the evidence of sound and judicious teaching. Not the least interesting feature I have found in the indications which some of them afford of original research and unassisted effort in simplification. However far these efforts, in a very difficult department of the art of the teacher, may fall short of that success which they might have attained by a systematic course of instruction, throwing upon them the light of a mature judgment and a long experience, yet they are exceedingly hopeful indications. No system can, in point of fact, supply the place of that independent action of the mind on the routine of the schoolmaster's duties, of which they afford the evidence, or of resources equal to that *variety* of emergencies subject to which he exercises his art.

There is no system of moral control or method of elementary instruction of which some individual adaptation is not required to the circumstances under which it is applied. To the teacher, therefore, an enterprising character, an original cast of mind, a habit of independent action and fertility of resources, are not less important requisites than an abundant store of information.

There are few things more disheartening to a friend of education than the spectacle of a schoolmaster who has nothing to offer to his scholars but *a system*.

It may have been necessary, in respect to many of those persons

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* See Appendix E.

who have hitherto sought the office of the elementary teacher, to fall back upon some such support, as the stay of that imperfect education which they have been accustomed to bring to it. Better things are, however, to be hoped from the rising generation of schoolmasters; and I find indications of them in the vigorous efforts which some of these youths have made to free themselves from the shackles of old and imperfect methods of instruction.

The qualities of an accomplished teacher appear to consist in the union of those advantages which the mature experience and the careful research of those who have gone before him in the same path, offer to him, under the form of methods and systems, with that independent power of adaptation which is only acquired by a painful study of the individual minds of those to whom his instructions are addressed.

In the exercises of the first class in Algebra and Geometry, I find the evidence of a much higher standard of instruction than at my last examination; and in some of them indications of considerable analytical power, and the independent resources of minds well trained to mathematical research. The theory of indeterminate equations has been taught to this class; some of the students solve cubic equations with accuracy, and with a knowledge of the principles on which the solution is founded, and are making their first steps in analytical geometry.

In bearing testimony to the great improvement which has been made in the mathematical department of the course during the last two years, I cannot but record the high estimate I have formed of the zeal and ability of Mr. Staley, in whose charge it has, during that period, been placed.

There are few subjects calculated to excite the interest of a child, and to fix its attention more entirely, than the science of astronomy in its first few and simple elements. It is a great achievement—and it is not a difficult one—to present vividly to its mind the *isolation of the earth in space*, to disabuse it of the impression that its surface is an infinitely extended plain, or an island floating in the abysses of space, or the summit of a mountain whose base reposes in some fathomless region unknown to us. To convince the child that the world rests upon no pedestal, hangs upon nothing, floats in space not being buoyed up, and, not being supported, does not fall.

From the time when it has, however, embraced with its understanding this one idea in its totality, may be dated, perhaps, a new era in the history of its mind.

I have been exceedingly pleased with those exercises in astronomy in which the students have attempted the simplification of its elements. Some of these are very successful, and all bear testimony to the right spirit in which the study has been pursued.

Feeling myself wholly incapable of doing justice to the admirable manner in which the musical department of the instruction is con-

ducted, I have sought, as at my previous inspection, the assistance of my friend, Mr. Sterndale Bennett, professor of the Royal Academy of Music. I append his Report.*

The Art of Teaching.

Each of the students gave a lesson of a half an hour's duration to one of the classes of the practising school in a subject selected by himself, at which I was present, and I recorded at the time the estimate I was induced to form of the success with which it was given. Among these lessons was a Bible lesson; a Reading lesson; a lesson in English Grammar and Etymology; a lesson in Arithmetic; a lesson in Geography; and a lesson in English History. An opportunity was moreover afforded me of hearing some of these lessons addressed to the lower as well as to the higher classes of the school. These trials afforded the evidence of more matured knowledge, more practised skill and firmness of manner, and more ease and self-reliance in teaching than was exhibited by the students at the period of my former inspection; the fruits of increased attention to the subject. The notes which I have preserved of them bear testimony, moreover, in some instances, to "a gentle manner, to an ample knowledge of the subject matter of instruction, to much facility of exposition, and to the exercise of an easy ascendancy over the minds of children;" in others, to great fulness of knowledge, some power of generalization, an intelligent method, and considerable skill in analysis and examination.

Efforts of which an estimate, such as this, can with any truth be recorded, made under circumstances so unfavourable as those in which these young men were placed, when they made them, afford the evidence of much and careful practice in the art of teaching, influenced by a due sense of its importance.

Whilst I bear testimony generally to the great progress which has been made in the art of teaching since the date of my last Report, I cannot, however, disguise from myself that something remains to be accomplished. There is a vivacity of the teacher which I have thought in some degree wanting to the students at St. Mark's,—a vivacity with which the child sympathizes,—an energy which fixes his attention and absorbs his interest, and which, bringing his faculties into active exercise, makes the most of them. They have, moreover, much to learn in simplicity of teaching.

If, on the one hand, it be obvious that those higher purposes of the educator, which have for their object the religious and moral elevation of the labouring classes will not find a congenial soil, except in a highly cultivated mind, and if to the selection of subjects of instruction adapted to the minds of children, and to that exercise of the *reason* in teaching, which is necessary to every other useful result of education, it be necessary that

* Appendix F.

he draw, himself, from ample resources of knowledge and intelligence, extending over a wide field and ready for his use; on the other hand there is this concomitant danger, that every step in that long and arduous course of instruction, which is directed to the acquisition of this knowledge, carries his mind farther from the minds of those whom he has to teach. As necessary, therefore, as it is on the one hand to the attainment of his object that his knowledge should have a wide range, and his mind a large grasp, so necessary is it on the other, that his studies should have a special direction and an entire concentration upon that object. And this special and peculiar direction of the studies of the training college as distinguished from every other educational institution becomes the more important, as the subjects of general instruction are higher and pursued with more perseverance and success. It is the triumph of the art of the teacher to break down the separation interposed between his own and the uneducated mind. From his own ample stores to select those adapted to form the first elements of the knowledge of a child, and so to present them as best to lead the child to reason upon and to understand them. The real test of the merits of a lesson is involved in the inquiry, "How far have the children to whom it has been addressed been led to reason upon and to understand the subject matter of it, and *how much have they carried away of it?*" The principal object of the lesson has obviously been lost in respect to any child on whose mind no impression remains when the lesson is over; and an obstacle has been interposed to its further progress if its reasoning powers have not been exercised, and its intelligence gathered strength from it. The child's mind has been unjustly tasked, and its attention, claimed where it was not due, has been simulated.* Thus the efforts of the teacher, which ought to accustom it to apply its thoughts and to reflect on what it has learned, result in giving it the habit of a feigned attention and a wandering mind.†

But of all the evils inflicted upon the child who is compelled to listen to a lesson which it does not comprehend, the greatest probably is that which is involved in the sacrifice made of its faith in the teacher—that faith of childhood so confiding, so entire; given for purposes so important, so irretrievable when lost. "The child comes into the world," says the Père Girard,‡ "not only with faculties to learn from others what he is ignorant of, but with a happy tendency to believe them. *He is told and he believes.* It is thus that the knowledge of others becomes his. *Take away*

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* This deception is carried on perhaps to direct falsehood, when on a subsequent examination the child is made to profess to have understood that which it did not understand.

† Two-thirds of the time of the children in many of such schools appear to me to be occupied by vagrant thoughts.

‡ Enseignement Maternelle.

faith from the heart of a child and how can it learn." When day by day the child is compelled to sit a patient listener to instructions to which it attaches no intelligible meaning, placed alike by the manner in which they are given, and the subjects of them, beyond the sphere of its comprehension and its sympathies, how entirely is this *faith* sacrificed.

In subduing the course of the Training College, specially to the formation of the character of the teacher, let it not be feared that any sacrifice will be made of that more general discipline of the understanding in all its faculties which is the object of a liberal education. If the adaptation of the elements of knowledge in its various departments to the successive stages in the growth of the mind be looked upon in the light of a science, it obviously yields to no other in that interest which associates itself with the difficulty of any intellectual pursuit, as it is surpassed by no other in the importance of the objects at which it aims.

With reference to the question to what extent it is expedient that the studies of a Training College should receive a special direction and a technical bearing,—a question which has been made the subject of so much discussion, and to which so much importance is attached,—I cannot refuse myself the pleasure of quoting from the Report of the Secretary of the Massachusetts Board of Education (Mr. Horace Mann), on the schools of Prussia, Saxony, and Holland, the following able estimate of the merits of the elementary teachers of Prussia. I consider it to afford sufficient evidence that a course of education specially directed to the formation of the character of the schoolmaster, and having throughout a technical bearing* and a professional development, whilst on the one hand it results in great earnestness of purpose, a deep sense of the sacredness of the teacher's office, and entire self-dedication, is on the other hand compatible with all the qualities of an accomplished mind and an elevated character:—

"In the lowest school, in the smallest and obscurest village, or of the poorest class in over-crowded cities; in the schools connected with pauper establishments, with houses of correction, or with prisons; in all these," says Mr Mann, "there was a teacher *of mature age*, of simple, unaffected and decorous manners, benevolent in his expressions, kind and genial in his intercourse with the young, and of such attainments and resources as qualified him not only to lay down the abstract principles of the above course of studies, but *by familiar illustration and apposite example to commend them to the attention of the children.*

* The course of the Prussian normal schools occupies three years. A class of schools preparatory to them has recently sprung up. The following is a list of subjects of examination at one of these preparatory schools. I insert it to show how entirely technical in its bearing is the course of instruction from the very first:—Religion; Knowledge of the Bible; Knowledge of Nature; the German Language; Readiness in thinking: Readiness in Speaking; Mental Arithmetic; Singing; Violin Playing; Thorough Bass; Caligraphy; Drawing.

"I speak of the teachers whom I saw, and with whom I had more or less personal intercourse; and after some opportunity for the observation of public assemblies or bodies of men, I do not hesitate to say, that if those teachers were brought together in one body, I believe they would form as dignified, intelligent, benevolent looking body of men, as could be collected from the same amount of population in any country. They were alike free from arrogant pretension and from affected humility. Generally speaking, there seemed to be among them a sincere love of the employment, always a devotion to duty, and a profound conviction of the importance and sacredness of the office they filled. The Prussian teacher has no book. He needs none. He teaches from a full mind. He cumbers and darkens the subject with no technical phraseology. He observes the proficiency the child has made, and then adapts his instructions both in quality and amount to the necessity of the case. He answers all questions. He solves all doubts. It is one of his objects at every recitation to present ideas that they may start doubts and provoke questions. He connects the subject of each lesson with all collateral ones; showing its relation to the every-day duties and business of life. In the mean time the children are delighted. Their perceptive powers are exercised. Their reflecting faculties are developed. Their moral sentiments are cultivated. All the attributes of the mind within find answering qualities in the world without. In Prussia the theory, and the practice under it, are, not that three years' study under the best masters qualifies a talented and devoted man to be a teacher, but that three years of such general preparation may qualify one for that particular and *daily preparation* which is to be made before meeting a class in school. And a Prussian teacher no more thinks of meeting his classes without this daily preparation than a clergyman would think of preaching a sermon without special reading and forethought. When a difficult question has been put to a young child, which tasks all his energies, the teacher approaches him with a mingled look of concern and encouragement; he stands before him, the light and shade of hope and fear alternately crossing his countenance; and, finally, if the little wrestler with the difficulty triumphs, the teacher felicitates him upon his success, perhaps seizes and shakes him by the hand in token of congratulation; and when the difficulty has been really formidable, and the effort triumphant, I have seen him catch up the child in his arms and embrace him as though he were not able to contain his joy. What person worthy of being called by the name, or sustaining the sacred relation of a parent, would not give anything, bear anything, sacrifice anything, to have his children surrounded by circumstances, and breathed upon by influences like these. Though I saw hundreds of schools, and I think I may say within bounds tens of thousands of pupils, I never saw one child undergoing punishment, or arraigned for misconduct. Whence came this beneficent order of men scattered over the whole country, moulding the character of its people, and conveying them forward in the career of civilization more rapidly than any other people in the world are now advancing?" *

* American Common School Journal, vol. vi. 1844.

NUMBER of STUDENTS actually under instruction in the CHURCH TRAINING COLLEGES.

Institution.	Accommodation.	Number in Training.	Period of Training.
St. Mark's College	72	53	Three years.
Battersea	About 80	71	One year and a half; minimum period.
Whitelands	74, when alterations are completed	54	Two years; minimum period.
Westminster, Manchester Buildings.	40	40	From 6 to 12 months; 6 months minimum.
Westminster, Smith Square, Girls' Infant School—Mistresses.	56; 29 in the Institution, and 26 in rooms adjoining.	51	From 6 to 12 months; 6 months minimum.
Canterbury	4 Masters. 6 Mistresses.	5 Masters. 4 Mistresses.	There is no prescribed minimum period of training; but the Board give no encouragement to parties who do not remain six months.
York and Ripon	36 Masters. 20 Mistresses. Average time of residence, 6 months.	36 8	"A year is the least time recognized for residence." Exhibitioners kept mostly three years.
Durham	13 the new Building—20 when erected; and, if necessary, 5 or 6 more.	13	. . . .
Winchester	19	19	Six months minimum.
Chichester	13, but not conveniently; a Building is likely to be erected for 20 or 25 pupils.	10—13 before Christmas.	Two years.
Brighton	16 Females.	11; several likely to be admitted on the 25th.	One year.
Exeter	20	19	Three years; but may be appointed to Schools sooner, with the sanction of the Committee.

Number of Students actually under Instruction in the Church Training Colleges—*continued.*

Institution.	Accommodation.	Number in Training.	Period of Training.
Bristol	12	6	Three years; rule may perhaps be relaxed in particular cases.
Litchfield	26	26	Two years.
Lincoln	No limit; the School, which is for the middle classes, with a Training Department attached, will accommodate 60 Boarders.	1 at present.	Two years; but none of the five who have already left the School have been in it above a year and a half, and some were there for a much shorter period.
Llandaff (Newport) . . .	Not boarded at the School, so there is no fixed number.	2 Masters. 2 Mistresses.	From three to twelve months.
Norwich	3 Masters. 7 Mistresses. or 8 on an emergency. Married Teachers find lodgings for themselves, and others whose parents reside in Norwich continue with them.	. .	Three months for Candidates for situations.
Oxford, for Masters . . .	28	14	One year the shortest time.
Kidlington, for Mistresses .	40, or more.	6; average number 10.	Six months the shortest time.
Salisbury	28	26	Six months the shortest, three years longest.
Chester, for Masters . . .	70 at present; but if the commercial Scholars were excluded, there would be accommodation for 110.	41	One year the minimum.
Warrington, for School Mistresses.	35	20	One year minimum, five years maximum.

On the whole therefore it would appear that the students (male and female) pursuing in public institutions a systematic course of instruction, preparatory to the office of teacher, extending over a period of one year and upwards, do not exceed 400 in number.

The Number of Vacancies which would occur Annually, by Death and Superannuation in the office of Schoolmaster, if the Elementary Education of the Country were adequately provided for.

According to the census of 1841 the whole number of children in England (exclusive of Wales and Scotland), between the ages of 5 and 15, or 3 and 13, was 3,531,000, being $\frac{1}{17}$ths of the entire population. If we deduct 7 per cent.* from this number of children, for those taught in private schools of the upper and lower classes, there will remain 3,283,830 for whom elementary instruction is to be povided.

Assuming 60† as the average number of these children to be assigned to the instruction of each teacher, we get an aggregate number of 54,730 teachers to be constantly employed in elementary education. Now, from a table founded on the Carlisle tables, and published by Professor De Morgan, in the Companion for the Almanack for 1842, it appears, that out of 54,730 persons, of the age of 25 and upwards, 831 die annually under 65 years of age, and 764 enter upon their 65th year. If, then, we assume each teacher to become superannuated at 65, we shall obtain, by death and superannuation, 1,595 vacancies in this body of teachers annually.

The time occupied in the course of instruction given in the training colleges varies from one to three years. From the information I have received as to the progress made by the students of these institutions, I am of opinion that an average period of two years is the least in which they will be found to have become thoroughly competent to the important duties which are to devolve upon them. To minister fully to the educational necessities of the country, the different training institutions should therefore have continually under education a body of 3,190 students. ‡

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* From the Report of the Manchester Statistical Society, it appears that in that city and in Liverpool and their suburbs, in the year 1838, $\frac{1}{15}$th of their population was receiving instruction (for the most part, of a very inferior character) in dame-schools, and in the commonest class of private day-schools kept by masters.

As the numbers I have before given include the agricultural districts, in which the education, under this form, probably bears a less proportion to the whole than in manufacturing or town districts, it will perhaps be a near approximation to take the proportion at $\frac{1}{20}$th, or 5 per cent.

In 1838 the number of children in private schools of the middle and upper classes in Manchester, out of a population of 505,000, was 8,071, being about $1\frac{3}{8}$th per cent.

† From the returns made to me last year, in respect to 103 boys' national school, it appears that the average number of boys under the instruction of each master is 61.—*Minutes of Committee of Council for* 1844, p. 529, table.

‡ It is to be borne in mind that this number has been calculated on the supposition that 60 children are assigned to every adult teacher. 60 children, however, must

If only one-half of the children were assembled in our schools who ought to be under instruction in them, there would, therefore, still remain four times as many teachers to be provided annually as our training institutions will now supply.

The aggregate Number of Students in the Training Colleges at Battersea, Chelsea, and Chester, has increased during the last year.

At the period of my inspection of 1844, I found 63 students at St. Mark's College, 24 at Battersea, and 39 at Chester, being an aggregate of 126: at my inspection in 1845 the aggregate number was 163; 37 more students were thus under instruction at my second inspection than at the same period of the previous year. This increase has taken place chiefly in the Battersea Insitution, which at the former period had been very recently transferred from the management of Mr. Kay Shuttleworth and Mr. Carleton Tufnell to that of the National Society. The change then made in the class and age of the students had, for obvious reasons, affected the numbers whilst it was in progress.

The Ages of the Students and the periods during which they reside at the Training Colleges.

At Battersea the average age of the students is 21½ years, at Chester 20½, and at St. Mark's 17.* At St. Mark's they are admitted from the age of 15 and remain three years. At Battersea they are admitted from 20 years of age and remain an average period of 1½ year. At Chester from 15 years and remain also an average period of 1½ year.

Thus it appears that the students at St. Mark's are, on an average, 3½ years younger than those at Chester, and 4½ younger than those at Battersea, and that they remain under instruction twice as long. There is moreover this characteristic difference, that whilst the students of St. Mark's pass immediately from school to college, those at Battersea and Chester have already entered on the active business of life. The process of instruction has with them been interrupted, and when leaving the various callings which have filled up the intermediate period of their lives, they enter upon the pursuits of the college, the ability to follow, not only with intelligence but with patient attention, the instruction they receive, has to be re-acquired, and that process by

be taken as the maximum number which can be taught effectually by a single teacher, notwithstanding any aid which he may be able to draw from the method of mutual instruction; and as there will be many schools in agricultural districts where schools must be established to which the population will not supply half that number of children, it is obvious that the assumed average of 60 is too high, and that, practically, 40 would be nearer the truth.

* The average age of the students at Chester has fallen considerably since the date of my last inspection, when it was 25 years. At St. Mark's it remains the same.

which a habit of mind proper to the business of education is formed, has to be gone over again. It is thus that a considerable interval is often passed before they may be said to begin to learn.

The previous Occupations of the Students who seek the Training Colleges.

Of the Students resident at Battersea.—At the time of my inspection, 4 had been school-masters; 11, assistants in schools; 8, clerks, chiefly writers in attorney's offices; 6, shopkeepers and shopmen, and 4, schoolboys; 5, had been printers; 9, had followed various laborious occupations connected with the manufactures; 5, had followed occupations to which the designation of skilled manufacturing labour is applicable; 3, had been shoemakers; 1, had been a tailor; 1, had been a gardener; 2, had been agricultural labourers; 1, had been a factory overlooker; 2, had been companions; 1, had been sent by the Dublin Society of the Fine Arts.

Thus it appears that 16, being one-fourth of the whole number had belonged to the class of workmen.

At *the Chester Diocesan Training College*, in 1844, the students were classed, with reference to their previous occupations as follows:—

21, being one-half of the whole number, had followed various mechanical occupations, chiefly such as are connected with the manufactures,—they had, under one form or another, been workmen. 8, had been employed in schools; 13, warehousemen, clerks, &c.

At *St. Mark's College*, in December, 1845, of the students resident,*—19, had come from private schools; 19, had come from National schools; 7, had come from Diocesan schools; 1 had come from a charity (blue coat) school; 1, had come from a workhouse school; 1, had come from Madras College, St. Andrew's; 2, had been choristers.

Thus it appears that 26, being one-half of the whole number, had been supplied from schools in connexion with the National Society.†

The Sources from whence the Fees‡ for the maintenance of the Students are contributed.

At *St Mark's College* the fees of 19 of the students are paid altogether, and of two in part by their parents or other relations; 15 altogether, and one in part, by private patrons; 10 altogether, and three in part, by Diocesan Boards; 1 by the Dean and Chapter of Lichfield.

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* See Appendix D.

† At the time of my preceding inspection, the proportion of these was one-third.

‡ At St. Mark's and at Chester the fee of each student is 25*l.*, at Battersea it is 32*l.* 12*s.*

The National Society contributes three exhibitions of 10*l.* annually, and pays the whole fee of one of the students and half the fee of another.

From this statement it appears that about $\frac{7}{10}$ths of the whole amount of the fees paid annually by the students are contributed from private sources, $\frac{4}{10}$ths being paid by their parents and other relations, and $\frac{3}{10}$ths by private patrons, whilst $\frac{3}{10}$ths are paid by the National Society and by various Diocesan Boards.

At the *Battersea Training College* the fees of 14 of the students are wholly paid by their parents, and those of nine others by the students themselves, and of two by private patrons: 21 other students have contributed a part from their own resources, or by their friends, towards the payment of their fees, and there are 21 whose fees are paid by loans from the college, by exhibitions of the National Society, from a special fund raised by the Principal for that object, or by the contributions of private patrons.

The aggregate contributions from these different sources during the last year are as follows:—

	£.	s.
By the students themselves, or their parents .	1132	19
By loan to the students, to be repaid out of their first year's salaries	430	5
By private patrons	152	16
By exhibitions of the National Society . .	275	0
By the Principal's private fund	126	16
By Diocesan Boards	12	10

From the above statement it appears that $\frac{4}{5}$ths of the whole amount of fees are contributed from private sources (or if the loans be deducted, $\frac{3}{5}$ths), of which $\frac{3}{5}$ths only are contributed by private patrons, and the remaining $\frac{2}{5}$ths by the students and parents. Thus the students at Battersea are dependent to a greater extent upon their own private resources for the payment of their fees than at St. Mark's, and those at St. Mark's are indebted, to a greater extent, to the support of private patrons and of Diocesan Boards.*

At *Chester* the amount contributed annually from public sources towards the fees of the students is 187*l.* 10*s.*, being the aggregate of 15 exhibitions, each of 12*l.* 10*s.*, founded by the Diocesan Board. The fees of the students on residence, at the time of my inspection, would amount, in one year, to 1050*l.* The sum contributed annually over and above the exhibitions of the Diocesan Board, by themselves or their relations, or by private patrons, must therefore have amounted to 862*l.* 10*s.*, being somewhat more than $\frac{4}{5}$ths of the whole.

* In neither of these institutions is the expenditure covered by the fees of the students. That incurred by the National Society, in respect to St. Mark's College, for the year 1843-4, is stated on the Society's last report at 2446*l.* 11*s.* 11*d.* I have no information as to the current expenditure made by the Society at Battersea.

The Influence of the self-supporting Character of the Training Colleges in determining the Class of Students who seek it.

Poor as is the stipend of the schoolmaster, when measured by the standard of his public services, his duties are not only associated with many less hours of labour than those of the ordinary mechanic, but they are usually better paid. If he have been educated in one of the training colleges of the National Society, his salary will not probably be less than 50*l.* a-year and may amount to more than 100*l.* A comfortable house will also usually be provided for his residence, and if his wife fill the office of schoolmistress, his income will probably receive an augmentation of from 20*l.* to 40*l.*

The earnings of mechanics,—however great during times of commercial prosperity, and in respect to certain branches of skilled labour,—do not, when taken all the year round, and in respect to the different departments of manufacturing art, equal this amount, and they are the reward of many more hours of toil. The schoolmaster's position compares scarcely less advantageously with that of a shopman or a copying clerk. His salary is at least as good and his hours of labour are fewer.*

I need not say how far it is from my intention to draw a parallel between the intrinsic dignity of the occupation of the schoolmaster and of the mechanic, much less to lower to this level his social position, or the standard of his responsibilities.

The experience of our training institutions has shown, that amongst the classes to which I have referred—skilled mechanics, persons occupied in the lower walks of commerce, or filling inferior stations dependent upon the learned professions—men are to be found in whom habits of self-instruction are already formed, some degree of mental culture attained, and a taste for literature cultivated; men whose piety has for years found a field of useful labour in Sunday-schools,† and who, in the successful pursuit of knowledge under circumstances of great difficulty, have given evidence of talents which would well reward a more careful and systematic cultivation.

The qualities which I have enumerated do not, however, include all those out of which the character of a successful teacher may be built up. There are others not to be developed but by a gradual process and a lengthened trial.

Indispensable as is a religious character to serve as the foundation of all the qualities of the teacher, it does not comprise them. They do not consist in good reading and writing and in literary and scientific attainments, and they cannot be drawn out by *viva voce* examinations, or by written exercises. I am detailing the experi-

* The labours of the mechanic are usually continued through 10 or 12 hours daily, those of the school master through 6 hours.

† Out of 64 students at Battersea, 36 had been teachers in Sunday-schools for periods varying from one to fifteen years.

ence of more than one training institution, when I bear testimony to the fact that the qualities of an invaluable schoolmaster may be hidden under a rude aspect, and associated with uncultivated manners and limited acquirements.

What these qualities are it is more difficult to say. They include, however, a paramount sense of duty, great moral courage, and earnestness of character, united with a gentle disposition and an humble spirit. They suppose an unwearied industry, natural good sense, a sound judgment, and a ready apprehension.

It is only by removing one by one, and with a cautious hand, the coverings under which qualities such as these may be hid, and placing the student unconsciously in circumstances which encourage their exercise, that they may be made to discover themselves. But how is this to be effected? It is a process which the ordinary routine of a training college carries on continually, but it is a work of time. Accordingly the Battersea Institution assigns, in addition to the test of an examination for admission, a period of probation of three months. This probation is not in that institution a merely nominal thing, but a working part of the system to which much of its efficiency is attributable. I wish I could record the opinion that its full validity was given to it as a test for admission, in that or in any other of the training institutions.

The operation of a system which would make these institutions self-supporting, and measure their prosperity by the number of students assembled within their walls is, I fear in this respect, to defeat their object, and, in some cases, to disappoint the public expectation, and exhaust the public sympathies, by the introduction of men to the office of the schoolmaster who would not, except by the intervention of the training college, have found their way to the public confidence.

It is amongst a class of men to whom the payment of an annual fee of 25*l.* or 30*l.* is an impracticable thing, that a disposition to seek that office is *commonly* found united with that energy of character, that intelligence, that cheerful industry, and that healthful and vigorous frame of body, which are requisite to the successful discharge of its duties. To men of a class *above* this, and who in the union of the qualities I have enumerated, with some private resources and a higher social position, have before them the prospect of advancement in other and more enterprizing walks of life, that office is not likely to become an object of ambition.

I speak in this matter the language of experience. Of 22 students, at Battersea, whom I find distinguished on my list out of the whole number of 64, as having afforded, on their admission, the evidence of a literary character already in some degree formed, and—in the formation of such a character under circumstances often of great discouragement and difficulty—of general intelligence, industry, and moral courage, there were only three who had been able to pay by themselves, or by their private friends, the premium

for admission. Of the remaining nineteen, 9 could contribute nothing towards it, and 10 but a small proportion.

In order to meet this exigency, the Principal of the Institution, dedicating himself to his work in a practical spirit, and with an earnestness of purpose to which no commendation of mine can do justice, has raised, amongst his personal friends and by occasional appeals to public support, a special fund, from which fund it is, aided by exhibitions, and by loans from the National Society, that the promising class of students to whom I have before referred is maintained.

On the whole then it appears, that whilst on the one hand the manufacturing and commercial classes of the country may be made to supply through the Training Colleges a sufficient number of persons eminently qualified to fill with success the office of schoolmaster, yet, that in so far as it is attempted to give to such Institutions a self-supporting character, a serious obstacle is opposed to their being sought by such persons.

The difficulty of finding adult students qualified for admission being thus great, as to the number of candidates out of which a selection must be made, and as to the opportunities and the period of probation which that selection supposes, it becomes a matter of grave deliberation how far it may be practicable, taking the moral elements of the character of the student and the intellectual culture, at an earlier period in his history, to *form* and to mould them into our purpose* by the aids and appliances of education.

It is this great experiment which is in progress of being worked out at St. Mark's College. In the supervision of a Principal who has taken a profound view of the question in all its bearings, and who has embodied his idea of it with great perseverance and remarkable power and ability, it possesses advantages of no ordinary magnitude.

Whilst the students of other Institutions are of ripe years—persons whose characters may be assumed to be already formed, with whom the period of systematic education has long ceased, whose opportunities of self-instruction have for the most part been few and far between, the discipline of whose minds is altogether imperfect, whose powers of reasoning and understanding have received no systematic development, and who have but little of that power which habit gives of closely applying them, whose verbal memory is by disuse greatly impaired, whose resources of language and even utterance

* With reference to this subject, it is perhaps worthy of consideration to what limits that educational process which vindicates to itself so large a share in the formation and development of the human character, and by artificial means would shape it so entirely to a definite end, is consistent with the order of nature; and at what points the restraint which it imposes, for objects however valuable, begins to impair the moral energies, and to dwarf the intellectual stature. With reference to the vigorous and healthful growth of a human being, is it well that his volition should be altogether lost in that of any other, or his individuality in a system? Breathing space is, surely, not more necessary to the health of the body than to that of the mind, and—placed under favourable circumstances—to stand in some degree alone, and self-dependent.

are often defective, whose whole intellectual organization is, in fact, to be brought into operation under new conditions, and in a new concurrence of circumstances,—the students at St. Mark's resort to it whilst still young (15 years), and the course of instruction they enter upon, is but a continuation and further development of that which up to that period they have been pursuing.

No lapse is made in the educational process; no chasm is in their case interposed; they have been *learning* from childhood, often under unfavourable circumstances, it is true, but still learning; their powers of language and of memory, if not their reasoning faculties, have been continually exercised, and the mind has not with them been dulled under that process of severe bodily labour which absorbs the exercise of the intelligent in that of the sentient faculties. It is, in a general sense, a vast advantage, for the purposes of education, thus to take up the task at a period which Nature has pointed out as that *proper to it*, and when she has for that purpose opened wide the portals of knowledge—to assume the direction of the intellect when it is in the act of development; to seek to implant principles before there are prejudices to contend with; and it to labour for the foundation of character when it is still natural to rest upon authority and be guided by example. Of these advantages the utmost is made at St. Mark's College, and considering the very limited amount of positive attainments with which many of the students enter that Institution, it is truly wonderful how much is made of them.

The highest pressure of education is, in point of fact, brought to bear upon the work. The desire for excellence is excited to the utmost; young as are the students, the actual business of life has, nevertheless, began with them, and they are old enough to know and feel that their success in it depends on themselves.

It is, however, to be borne in mind, that by reason of the early age at which they are admitted, there must be a greater difficulty in selecting them (if indeed any such selection be made), with reference to the natural qualifications they may be supposed to possess for the office of the schoolmaster, than at a more advanced period when the character is more entirely and fully developed.

It is to be expected that a lad thus young will often, as to some important elements of his character, disappoint the expectations which may have been formed of him. His tastes and his inclinations may not accord with the course of life which has been marked out for him. He will then be in some degree indifferent to those studies which have a special direction to it. He may have acquired such a love of learning for its own sake, and such a thirst for knowledge, as to view with disfavour a pursuit strictly professional in its bearings, which would bring him back to the primary elements of instruction; cause him to traverse again the ground he has already passed over; and limit him in some respects to the careful study of such matters as may be brought within the compass of he intelligence of a child.

With those students on the other hand, who enter upon a course of professional instruction at a riper age, the experiment of life has been in some measure tried, and as the result of that experiment, with sufficient information before them, they have deliberately, and of their own choice, adopted the career of the schoolmaster. It becomes henceforth to them a topic of exclusive interest, and fills up the measure of their desires. They have centered their ambition in it. Whatever thirst they may have for knowledge in its general acceptation is subordinate to their desire to be skilled in the art of the schoolmaster. All which they learn is studied by them in the light of that which they will be called upon to teach, and, however the boundaries of the one may overpass those of the other, their mutual relation and dependence is never wholly separated in their minds. Every form of knowledge which they compass is concentrated on the single object, which fills and satisfies the mind, of building up the character of the teacher.

That part of the course of instruction in a training institution which is strictly professional in its bearing, thus derives a large measure of support from the mature age of the students. There are advantages too on the side of morals in the assembling under these circumstances of persons of mature years, as compared with younger students, which are not to be overlooked. A perilous season of life has with them been passed. They have given evidence of those pious dispositions, and of that moral courage and strength of character, which in younger candidates remain untried, and which no influence of religious instruction, or force of moral training, are in too many cases successful in implanting.

That system which takes up the instruction of the future schoolmaster at an earlier period has this further practical inconvenience, that it is obliged to give it up too soon. The course of those who enter at 15 is completed at 18, an age at which very few youths, whatever may be the advantages they have enjoyed, will be found qualified to undertake the responsibilities of the principal control in a school. That control supposes the ability to take an independent course of action to which they will have been unaccustomed, to secure that confidence of the parents which is necessary to their co-operation, and to command that respect and obedience of the children which they do not really give except to persons of mature age and experience.

For *assistant* masters, the existing organization of schools appears to offer no recognized sphere of duty, or legitimate place, and if it did, the resources of but very few schools would be found equal to their maintenance. For these reasons it has been found to operate prejudicially to the interests of St. Mark's College; that no definite or suitable career is provided for the students between the period when their course of instruction in that Institution is completed, and that when they are of age to undertake the independent responsibilities of the office of the schoolmaster.

Expediency of Founding an Additional Number of Free Exhibitions in Training Colleges.

If an adequate number of competent masters is not annually sent out, it is not solely because the Institutions for training them are insufficient in number, but also because the existing Institutions are not sought by a sufficient number of students: because, out of this number, the selection of those really qualified for the mission they seek to enter upon, is rendered impracticable; and because the time of their residence is too short for the objects contemplated by it. At none of them is the whole number assembled, for which accommodation is provided, and there is none, the educational system of which does not admit of being extended with advantage to many more than is contemplated by that accommodation. Already the exigency appears to have arisen, where funds for the efficient maintenance of the existing Institutions are to be sought, and where students duly qualified to fill them are to be found.

To enhance their resources; to increase the number of candidates for admission; to provide for the selection of those only on whom the public money will not be uselessly expended, the public hope which hangs on these Institutions disappointed, and the public sympathy thrown away; to prolong the term of residence; to secure a staff of tutors and lecturers duly qualified for the instruction of the students of each, and adequately remunerated;—by the union of able men of this class in a common object pursued by different methods—to induce that competition from which the system will derive a vigour and efficiency commensurate with its importance and hitherto unknown to it,—for all these objects, I know of no other means so free from objection as the liberal endowment of exhibitions. It is an expedient recommended by this further consideration, that it readily connects itself with a system for the endowment of exhibitions for apprentices in elementary schools, to replace that youthful class of monitors by whom the business of elementary instruction is at present to so great an extent and so imperfectly carried on. If out of a number of children selected upon examination to hold such exhibitions in schools during one year (the first), a less number be similarly taken to hold exhibitions of greater value during a second, and of these again a yet less number to hold other exhibitions of greater value during a third year, a class would at last be reached of promising candidates for the training colleges. On the welfare of these youths the parochial clergy, sensible of the responsibility which attaches to the office they seek, would, I doubt not, exercise a vigilant care, and in very many cases I have reason to know, that they would themselves take some active part in their instruction. I question whether any circumstances could concur more favourably than these, to the formation and development of that character which is proper to the career for which they are destined. The hopes of the friends of education would rest with

confidence upon them as the educators of another generation more happy in the means and resources of instruction than the present, and, under the operation of the same system, that generation might look on with equal confidence to the next.

In its application to the Training Institutions at Battersea and Chester, its influence would be to lower the average age of admission and at St. Mark's, to raise it. The students would complete their course of instruction, and enter upon their professional duties in the former at an earlier, and in the latter at a later, period of their career. The change would in both these respects be, in my opinion, advantageous. In supposing exhibitions in the training colleges to form part of a system of similar endowments extending to elementary schools, it is not my intention to recommend that *all* the College exhibitions should be so appropriated. It would not be wise thus to close the doors of the Training Colleges upon the most efficient of that class of persons who now seek them.*

The Practising School at St. Mark's College.

The practising school is composed of 125 boys, whose average age is 9½ years, and of whom 74, being three-fifths of the whole, are between the ages of 9 and 11 years. They are taught in seven classes, each class being placed in charge of one of the students of the college, and under the general supervision of Mr. Johns, the normal master. The subjects of instruction in these classes severally, are stated in a table appended to this Report (Appendix C.)

One-half of the children (60) have been in the school for various periods less than one year. Two-elevenths (24) for various periods between one and two years. Two-elevenths (23) between two and three years. One-seventh (18) between three and four years.

The average time during which they have been in the school, taken in respect to the whole number, is *one year and two-fifths.* If the school be supposed to have acquired—in respect to the attendance of the children—a uniform state, it will follow that the average period of the attendance of any child at the school is one year and two-fifths.†

Reading.

I find on examination, that 53, being three-sevenths of the whole, can read in the Epistles with tolerable ease and correctness.‡

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* It would perhaps be well that the exhibition should not cover the whole amount of the College premium; the remainder being advanced to the student as a loan, to be repaid when he shall have entered on the duties of his office, out of his salary for the first two or three years.

† I have assumed in my Report on the schools of the Midland districts one year and a half as the average period during which a child may be supposed to attend an elementary school. The facts which I have stated in regard to St. Mark's School appear to confirm the supposition.

‡ The average number who have acquired this degree of skill in reading in National Schools is probably *one-sixth.*

Spelling.

To try their skill in spelling, the boys of the three first classes were required to write on the slate from dictation, the following passage, taken from the second book of the Society for Promoting Christian Knowledge.

"The growth of seeds is remarkable. Though they may be bound up as a kernel in a hard shell, yet as they gather moisture, they burst the shell, and free themselves. Every seed has a germ or bud, which throws out a stalk, and another, a foot, which grows downwards, and forms the root."

Five of them wrote it, not making more than *one* error in spelling; fifteen, making either *two* or *three* errors, and thirty, making *four* errors *or more*.

Writing.

To test their penmanship, I caused the three first classes to write, in like manner, a passage from dictation on paper.

These exercises are now before me. Three of them are written in what would probably be considered, in a commercial school, a good hand; five in a fair hand, and *twenty* imperfectly.

Arithmetic.

In arithmetic I gave to them the following sums. By the side of each sum, I have recorded the number of boys who worked it correctly.

Sums given to the First Class of 8 *Boys.*

	Boys
1. Reduce $\frac{3}{5}$ of 1*s.* to the fraction of 1*l.* Worked correctly by .	2
2. What number is that of which 14 is $\frac{7}{8}$ths? Worked correctly by	3
3. Divide ·025 by ·000625. Worked correctly by	2
4. Work the following sum, and explain the reason of each step in the process. If 27 quires of paper cost 10*s.* 6*d.*, what is the costof 45 quires? Worked correctly by	1

Sums given to the Second Class of 17 *Boys.*

1. How many pairs of shoes at 5*s.* 6*d.* per pair may be bought for 16*l.* 4*s.* 6*d.*? Worked correctly by	3
2. Divide 5*l.* 11*s.* 10$\frac{3}{4}$*d.* by 12. Worked correctly by . . .	9
3. Multiply 70*l.* 15*s.* 6*d.* by 29. Worked correctly by . . .	6

Sums given to the Third Class of 16 *Boys.*

1. In 29*l.* 14*s.*, how many half sovereigns? Worked correctly by	4
2. In 23,280 pence, how many pounds? Worked correctly by .	7
3. Divide 1,472,005 by 9,200. Worked correctly by	4

Sums given to the Fourth Class of 20 *Boys.*

1. Subtract 10*s.* 7*d.* from 50*l.* Worked correctly by	11
2. Multiply 586,000 by 4,800. Worked correctly by	11

Various opportunities have been afforded me of examining these boys in Religious Knowledge, in English History, in Geography, and in English Grammar, and I frequently heard them examined by the teachers, who are accustomed to instruct them.

I need scarcely state that their acquaintance with these subjects is far above the average attainment of National Schools. Besides the practising school for elder children, there is a school for infants, taught in a separate building, and at present containing 41, of whom all except 6 are under 8 years of age, and one-half under 6 years.

I have the honour to be, &c.,
HENRY MOSELEY.

APPENDIX (A).

SUBJECTS TENDERED FOR EXAMINATION.

CLASSES I. and II.

Scriptural Subjects.

Prophecies relating to our Saviour, with an account of each Prophet.

The Acts of the Apostles, according to Dr. Burton's chronological arrangement.

Old Testament History; Connexion of the History of the four Empires. Period between the Old and New Testaments.

Liturgy, Articles, and Ecclesiastical History.

Articles, with Scripture proofs; their History, and that of the Heresies connected with them.

Morning and Evening Services explained, with Scripture proofs.

Ecclesiastical History, first six centuries; History of the Anglo-Saxon Church; the Progress of Christianity in the kingdoms of the Heptarchy effected by the Scotch, Irish, and Roman Missionaries; its doctrines and independence. The Rise and gradual Decay of Papal encroachments in England, from the Conquest to the Reformation; History of the Reformation in England during the Reigns of Henry VIII., Edward VI., Mary and Elizabeth; the successive changes introduced into the Prayer Book by the Catholic or Puritan party from A.D. 1549 to 1661.

Text Book—Blunt's Sketch of the Reformation of England.

Mathematical Subjects.

First Mathematical Class.

Science of *Arithmetic.*

Algebra to the end of Equations; Methods of solving Equations of a higher order than the 2nd, as Cardan's Solution of a Cubic; Equations whose roots are in Arithmetic, Geographic, and Harmonic Progression; Unlimited Problems; Continued Fractions; Progressions; Notation. *Trigonometry* to the end of oblique $\angle^{d}\Delta^{s}$; Conic Sections and Alge-

braic Geometry to the end of the Parabola, with explanation of the Parabolic Reflectors and Sounding Board. *Hydrostatics;* Definition of Fluids; *Pressure of Fluids;* how measured; transmitted equally in every direction; Bramah's Press, dependant on this principle; Fluids seek their own level, whatever be the form of the vessel; Pressure of supported fluid; Weight of superincumbent Column; Barometer; Construction and Graduation. Mariotte's Law; Common Pump; Forcing Pump. Hawksbei's and Smeaton's Air Pumps; Conditions of Floatation Specific Gravities; Problems; Hydrometers; Depth to which Bodies will sink; Flood Gates; Steam Engine. *Dynamics;* Falling Bodies; Problems on the formulæ $s = ut$, and $\frac{1}{2} gt^2$; $s = ut \pm \frac{1}{2} gt^2$, u being velocity of projection, &c.

Second Class.

Arithmetic.

Algebra, end of Arithmetic; Progession. *Trigonometry*, end of rt. $\angle^d$ Δ^s. *Mechanics*, Steam Engines; Horse Powers generally, taking into account the Expansion of the Steam Friction; L $\angle$ Resistance; $\square^r$ of Forces, Moments, Problems; I. and II. Books of Euclid. *Nautical Astronomy*, Definitions; First Appearances; Reasons for believing the Earth revolves about its axis, not the Sun round the Earth; the Earth round; Seasons; Horizon; Cause of setting and rising of Heavenly Bodies; Latitude and Longitude; Methods of finding them; Latitude, 1st, by observing altitude of Pole; 2nd, Latitude = declination of the Earth $\pm$ zenith distance; 3rd, Latitude = mean of greatest and least altitudes of some circumpolar Star; Phenomenon of Refraction, how caused; its effect on Latitude, &c.; Seasons; Change in length of Day, how caused; Time, how measured; Equation of Time; Moon's Motion; Eclipses.

Classes I. and II. (principally Teachers).

General Knowledge.

Geography—Europe and Asia, Mountains, River Systems, Physical Features, Political Geography; History—General English History; English Grammar and Parsing.

Latin.

I. Class.—Extracts from Ovid in the Charter-house Grammar (Third Construing Lesson)..

Cæsar's Commentaries, I. Book, 1-28 chapters.

II. Class.—Cæsar's Commentaries.

I. Class.—Examples I. to XX. of Arnold's 3rd Latin Book.

II. Class.—Arnold's 2nd Latin Book.

Class III.

Scriptural and Religious Knowledge.

Ramsay's Catechism explained; Histories of the Three Creeds; Scripture Precepts as to Christian Duties; Prophecies relating to our Saviour, and their fulfilment; the Three Orders of Ministry proved from Scripture (Ramsay); Outline of History of Prayer Book; Morning and Evening Services explained, with Scripture proofs (Sinclair); Ge-

nesis and Exodus; the Acts of the Apostles; Articles of Church of England, I. to XXX., with proofs.

Mathematics.

Science of *Arithmetic; Algebra* to the end of Arithmetical Progression (same as 2nd Class); *Units of Work; Horse Powers;* Principle of Moments (Problems, with scale and compasses); ▱^{n} *of Forces; Lever; Wheel and Axle; Steam Engine,* description; L ∠ of Resistance. *Trigonometry,* the *end of* rt. ∠^{d} △^{s} (same as 2nd Class); Euclid, I. and II. Books. (The Mathematics of this Class are nearly as the 2nd Class.)

Latin.

"Historia Antiqua," all those Periods embracing Roman History. Examples I. to XL. of Arnold's 2nd Latin Book.

General Knowledge.

Church History—Southey's Book of the Church to the period of the Lollards; English History—Mrs. Markham's History of England; Geography—Sullivan's Outlines; English Grammar and Parsing.

CLASS IV.

Scriptural and Religious Knowledge.

Same as in Class III., except that they are unacquainted with the Scripture proofs of the Articles.

Mathematics.

Science of Arithmetic; Units of Work (*simple* examples); Algebra; Elementary Rules; Common Measures and Multiples; Algebraic Fractions; Simplifications; Equations (*Simple*); Euclid, I. Book.

Latin.

"Historia Antiqua"—First three Periods of the Roman History.

General Knowledge.

Church History—Palmer's Church History to the year A.D. 680; English History—Mrs. Markham; Geography—Sullivan's Outlines, Europe and British Empire; English Grammar and Parsing.

CLASS V.

Church History, Centuries 1–30; *Ramsay's Catechism; Genesis, Exodus,* Acts of the Apostles. *English* Parsing. *Geography*—System of the Universe, and Sullivan's Outlines, Europe and British Isles. *History of England*—Elementary, No. 1, of Historical Series, Society for Promotion of Christian Knowledge. Arithmetic, and Elements of Algebra.

CLASS VI. (mere Beginners).

Latin—"Henry's First Book," Exercises 1–30. *English History*—Norman Conquest; Henry VIII. *Geography*—Europe (Elementary). *English Grammar;* Science of *Arithmetic;* Genesis, Exodus, Acts of the Apostles.

Appendix (B).

EXAMINATION QUESTIONS PROPOSED BY THE INSPECTOR.

Scriptural Knowledge.

The Old Testament History, the Prophets, the Acts of the Apostles.

Classes I. II.

1. In what part of the Land of Canaan was the Tabernacle set up?
2. What happened to Jeremiah after the destruction of Jerusalem?
3. "The prophets testified beforehand of the *sufferings* of Christ and of the *glory* that should follow," 1 Pet. ii. What prophets? Give one prophecy having reference to the *sufferings* of Christ, and another to his *exaltation*.
4. In what words did Jeremiah foreshadow the spiritual character of the New Covenant, and the sanctifying influences of the Holy Spirit?
5. What apparent contradiction was there between the prophecies of Jeremiah and Ezekiel in respect to the death of Zedekiah, and how was it reconciled by the event?
6. What internal evidence is there that St. Luke was the author of the Acts of the Apostles.
7. Of which of the Apostles does he chiefly record the Acts.
8. What events of the life of St. Paul, recorded in the Epistles, are not related by St. Luke?
9. How is it known that he accompanied St. Paul to Rome?
10. What events occurred at the first, and what at the second visit of St. Paul to Lystra.
11. "When Philip went down to a city of Samaria and preached Christ unto them," Acts viii. 5. What Philip was this?
12. "Now about this time Herod the King stretched forth his hand to vex certain of the Church," Acts xii. 1. About what time? What different individuals are mentioned in Scripture under the name of Herod? Who is the Herod here spoken of? Of what countries was he at this time King? What events are recorded of his previous life?

Scriptural Knowledge.

Genesis, Exodus, Acts of the Apostles.

Classes III. IV. V. VI.

1. What was the reason of the institution of the Sabbath?
2. What miracle was wrought at Marah?
3. By what means did the Israelites prevail over the Amalekites?
4. From amongst what class of persons were Barsabas and Matthias selected on the recommendation of St. Peter to fill the place of Judas?

   How was Matthias elected?
5. What was the character of the Jews of Berea?
6. In what manner did St. Paul take leave of the Elders at Ephesus?
7. Give a text of Scripture illustrative of each of the following Chris-

tian duties—Resignation, Obedience to God, Obedience to those who have authority in the State, Obedience to those who have authority in the Church.

8. Enumerate the principal circumstances in our Saviour's life which were the subjects of prophecy.
9. Write down a prophecy having reference to each of the following circumstances, and annex to it a passage from the Gospels recording its fulfilment:—
   1. The lowliness of our Saviour's condition upon earth.
   2. The scorn of the multitude assembled at his Crucifixion.
   3. His Exaltation.

Liturgy—Articles—Ecclesiastical History.

CLASSES I. II.

1. In what different senses is the word "Church" used in Scripture?
2. How is the independent origin of the British Church established? What distinction is to be drawn between the English Church and the British?
3. Through what channel and to what extent is the final conversion of the Anglo-Saxons to be traced to the labours of missionaries of the ancient British Church?
4. In the transition from Pagan to Papal Rome, what portions of "the old material appear to have been worked up?"
5. By what council was image worship finally authorized? What proof is there that the Anglo-Saxon Church was not blameless in respect to it?
6. To what period and to what locality may the existence of that community be traced which is known by the name of the Vaudois? How is it known that from that early period they rejected the corruptions of the church of Rome?
7. Through what channel is it probable that the doctrines of the Vaudois were promulgated in England in the time of Wickliffe?
8. Under what circumstances and by whom was the Confession of Augsburg drawn up? Why is it so called, to whom was it presented, by whom signed, in what countries, and by what probable number of Christians is it at present received?
9. At what period were the Articles of our Church drawn up, for what reason as set forth in the original title, and upon what model? What reason is there to believe that Melancthon had a voice in them?
10. What were the opinions of St. Austin and of Pelagius in reference to that doctrine which is the subject of the 17th Article? On whose opinions were those of Pelagius founded?

The Liturgy—The Articles—Ramsay's Catechism.

CLASSES III., IV., V., VI.

1. What is the chief purpose of the Psalms? On what authority, and for what reason are they placed after the Confession and Absolution, and before the Collects and Prayer.
2. Write down the Collect for Peace at Evening Prayer.
3. How was the reading of the Lessons prefaced in the Ancient Church?

4. Write down the Sixth Article.
5. Give Scriptural authority for the first clause of this Article.
6. "Hallowed be Thy Name." Explain fully the import of this petition, and give Scriptural authority for your explanation.
7. Why was the Nicene Creed added to the Apostles' Creed?
8. What is the meaning of the word "tradition," when used in a theological sense?
9. How far does our Church give respect to tradition, and with reference to what subjects does it have recourse to it?

The Art of Teaching.

1. Give a general account of the different methods which have been proposed for organizing an elementary school.
2. What different methods have been proposed for teaching children to read, and on what principles have they respectively been founded?
3. How would you organize a school of 150 children, supposing that you had an assistant master and a class room? What arrangement of desks, forms, &c., would you recommend for such a school, and what apparatus should you require?
4. "What is required of them who come to the Lord's Supper?" Give the heads of an examination founded upon the answer to this question, such as you would address to a class in your school.

English History and Geography.

1. Relate succinctly the principal events of the reign of James the Second.
2. Enumerate the great English writers of the time of Queen Ann, and their works.
3. Explain the following terms?
   1. Watershed. 2. Isothermal line. 3. Snow line.
4. Where are the following places situated?
   1. Transylvania. 2. The Carnatic. 3. Great Bucharia.
5. Draw a chart of the Baltic Sea, exhibiting the countries and cities on its shores, and the rivers which flow into it.
6. If in latitude 45° I travel 1000 miles due east, by how many degrees shall I have changed my longitude?
7. What conclusion do you draw from a comparison of the number of square miles of surface to each mile of coast line in the four great continents?

English Grammar.

1. Through what five successive stages has the English language passed since the time of the Anglo-Saxons?
2. What are the sharp and what the flat mutes? Under what combinations are they incapable of being pronounced?
3. Give two examples of words identical in every other respect than accent, but having different significations.
4. What are the three necessary elements of every proposition?
5. Define a noun substantive.
6. What rule governs the formation of the plural in Anglo-Saxon words terminating with f?

7. Distinguish between an adjective and a participle.
8. Write a paraphrase of the following passage:

> "See the sole bliss Heaven could on all bestow,
> *Which* who but *feels can taste*—but *thinks* can know;
> Yet *poor* with fortune, and with learning *blind*,
> The bad must *miss*,—the good, untaught, will *find*."

9. Parse the words printed in italics in the above passage.

Arithmetic.

The Examples marked with an asterisk, are to be so worked as to render apparent the reason of each step in the operation.

1. Construct a Multiplication sum so that the answer may readily be verified by inspection, and work it under the form you think most likely to render the different steps of the operation intelligible to a class in your school.
2. In what terms would you explain the nature of fractional quantities, and how would you prove that the value of a fraction is not altered when its numerator and denominator are multiplied by the same number.
3.* Find the value of 12 qrs. 3 bus. 3 pks. of wheat, at 2*l.* 2*s.* 8*d.* per quarter, by the Rule of Practice.
4.* If the sixpenny loaf weighs 3lbs. when wheat is 36*s.* per load, what is wheat a load when it weighs 2 lbs, 8 oz. 8 dwts?
5.* If beer, which is brewed with 3 bushels of malt to the barrel, cost 1*s.* 3*d.* per gallon, when malt is 62*s.* 8*d* per quarter, how much will that cost per gallon which is brewed with 5 bushels of malt to the barrel, when malt costs 50*s.* per quarter.

Algebra, Analytical Geometry, and Trigonometry.

Class I.

1. Expand $\frac{a-x}{b-x}$ in a series ascending by powers of x.
2. Solve the equation

$$\left.\begin{array}{l} ax - by = g \\ a^3 x^3 - b^3 y^3 = hxy \end{array}\right\}$$

3. Solve the equation

$$x^3 - 21x + 344 = 0.$$

4. A number of persons hire a boat for £ a, to convey them b miles: after they have completed c miles, they take in d additional passengers; and the cost being equitably divided, each of those who have made the whole voyage pays £ e as his share of it. How many were there?
5. Trace the line whose equation is $y = -ax + b$; and find the equation to a line perpendicular to it passing through a point whose co-ordinates are c and d.
6. Approximate, by the method of continued fractions, to the value of the fraction $\frac{5347}{1549}$.
7. How can we divide the fraction $\frac{290}{77}$ into two others whose denominators are 7 and 11?
8. The altitude of Mount Etna was observed, at sea, to be 1° 20′ 40″. When the ship had approached it 38 geographical miles it had become 5° 9′ 40″. Required the distance.
9. Investigate a formula, adapted to logarithmic computation, for deter-

mining one side of a triangle in terms of the two other sides and the included angle.

10. Investigate the equation to the tangent of a circle; the centre being taken as the origin of the co-ordinates.
11. Expand Cos. mx in a series ascending by the powers of Cos. x.

Algebra, Geometry.

CLASSES III., IV., V., VI.

1. Divide $ac - bc + ad - bd$ by $a - b$
2. Multiply $-7a^{-1}b^4c^{-5}$ by $3a^2b^{-5}c$
3. Prove that $\frac{a}{b} = \frac{ac}{bc}$
4. Reduce $\frac{ax}{a^2 - x^2} + \frac{a - x}{a + x}$ to its simplest form.
5. Reduce the fraction $\frac{2x^3 + 3x^2 + x}{x^3 - x^2 - 2x}$ to its lowest terms.

Solve the equations

6. $\frac{x}{5} + \frac{x}{3} = x - 7.$
7. $\frac{4x + 3}{9} + \frac{7x - 29}{5x - 12} = \frac{8x + 19}{18}$
8. "Prove that if at a point in a given straight line two other straight lines upon the opposite sides of it make the adjacent angles together equal to two right angles, these two straight lines are in one and the same straight line."
9. The wages of a servant were 40*l.* yearly and a suit of livery. After he had served five months he asked for his discharge, and received the livery together with $6\frac{1}{3}$*l.* in money. What did the livery cost?

Algebra, Geometry, and Trigonometry.

CLASS II.

1. Reduce the following expressions to their simplest forms.
$(a^2 + a^4 + a^6)(a^2 - 1.)$ $(-5 - \sqrt{\frac{3}{4}})(-5 + \sqrt{\frac{3}{4}}.)$
2. Solve the equation.
$$3\sqrt{112 - 8x} = 19 + \sqrt{3x + 7}.$$
3. There is a fraction, such, that if 3 be subtracted from its numerator and also from its denominator, it will become $\frac{1}{4}$; and if 5 be added to its numerator and to its denominator, it will become $\frac{1}{2}$. What is the fraction?
4. The angular elevation of Mount Etna was observed at a distance of 19 miles to be 5° 9′ 40″. What is the height of the mountain?
5. The sum of a series of 16 terms is 142, and its last term is $10\frac{3}{4}$. What is the common difference?
6. Show that parallellograms, upon equal bases and between the same parallels, are equal.
7. Define a logarithm, and show that
$$\text{Log. (M. N.)} = \text{Log. M.} + \text{Log. N.}$$
8. Divide a straight line, so that the rectangle of the whole and one of the parts may equal the square of the other part.
9. Show that
$$\text{Cos. (A.} + \text{B.)} = \text{Cos. A. Cos. B.} - \text{Sin. A. Sin. B.}$$

Astronomy.

N.B.—The first four Questions are not to be answered by the First Class.

How would you explain to a class in your school the following truths of Astronomy?

1. That the earth is not a boundless plain.
2. That it is a sphere.
3. That as we travel towards the equator the stars sink behind us.
4. That the equatorial regions are the hottest.

Explain generally the methods by which the following problems of Practical Astronomy are solved:—

5. To determine the latitude.
6. To determine the time by observation.
7. To determine the longitude.
8. Why does not high water return at the same time every day?
9. The sun is said to have an apparent annual motion through the heavens. What appearances indicate such a motion?
10. Why do not eclipses of the sun and moon return every month? After what periods do they return?
11. The *apparent* motions of the planets are the same as they would be on the hypothesis of Tycho Brahe.* Why is this?
12. How is the moon's distance from the earth determined?

Natural Philosophy. Practical Mechanics.

CLASSES I. and II.

1. What are the general conditions of the equilibrium of a liquid?
2. Account for the suspension of the mercurial column in the barometer.
3. The surface of the water in the reservoir of a water-works is 200 feet above the level of one of Mains, in which is a circular plug 3 inches in diameter. What is the pressure tending to raise the plug?
4. How low must a single hoop be placed round the staves of a tub 9 feet high and full of water, that it may just prevent them from opening at the bottom?
5. State generally the principle of the equality of moments.
6. Props or shores are found necessary to the support of the wall of a reservoir of given dimensions: Explain a method of determining the thrust on each prop.
7. Show that the work accumulated in a moving body is represented by half its *vis viva*
8. A plane moving horizontally with a velocity V, on which rests a weight W, is suddenly stopped. How far will the weight slide along the plane before it is brought to rest by the friction, the coefficient of which is f?
9. Explain generally the principle upon which an economy of power is effected, when a steam engine is worked *expansively*.
10. Steam is admitted into the cylinder of an engine at an effective pressure of 28 lbs. upon the square inch, and cut off at the third foot of the stroke, the whole length of which is 9 feet; the area of the piston is 4800 square inches: How many cubic feet of water will it raise per minute from a depth of 200 fathoms, when making 10 strokes per minute?

* That they revolved round the sun, and with him round the earth, at rest.

Practical Mechanics.

Classes III. IV. V. VI.

1. State generally the principle of the equality of moments.
2. There is a platform 20 feet long and 10 feet wide; each square foot weighs 50 lbs.; it turns upon pivots at its extremities, and is supported in a horizontal position by chains fixed at points 8 feet vertically above the pivots. What is the strain on each chain, and what the direction and amount of the pressure on each pivot?
3. What must be the horse-power of an engine to work a sledge-hammer weighing 9 tons and having a lift of 2 feet, at the rate of 20 lifts per minute?
4. A mine of 150 fathoms deep contains 4000 cubic feet of water; in how many hours will a 60-horse power engine empty it? Supposing it to occupy 4 hours, at what rate per hour must the water flow into the mine?
5. At what rate per hour would an engine working at 60-horse power ascend a gradient of 1 in 200 with a train weighing gross 60 tons?
6. How many horses, each exerting a traction of 224 lbs, would be necessary to drag a waggon weighing gross 4 tons up a hill whose inclination is 1 in 10; the traction upon a horizontal road of the same quality being $\frac{1}{20}$th of the load?
7. A barge is 40 feet long, 12 feet wide, and 4 feet deep; when empty, it sinks 9 inches in the water. How many tons laden will it carry?
8. In a bottle full of distilled water, whose weight is 1800 grains, I place a body weighing 120 grains; a portion of the water being thus displaced, the bottle and its contents weigh 1890 grains, What is the specific gravity of the body?

Latin.

Classes I. II.

Translate the following passages into English:—

Divitiacus multis cum lacrymis Cæsarem complexus obsecrare cœpit, Ne quid gravius in fratrem statueret; scire se illa esse vera; nec quemquam ex eo plus, quam se, doloris capere; propterea quod, cum ipse gratiâ plurimum domi atque in reliquâ Galliâ, ille minimum propter adolescentiam posset, per se crevisset. Quibus opibus ac nervis, non solum ad minuendam gratiam, sed pæne ad perniciem suam, uteretur: sese tamen et amore fraterno et existimatione vulgi commoveri. Quod si quid ei a Cæsare gravius accidisset, cum ipse eum locum amicitiæ apud eum teneret, neminem existimaturum non suâ voluntate factum; quâ ex re futurum, uti totius Galliæ animi a se averterentur. Hæc cum pluribus verbis flens a Cæsare peteret, Cæsar ejus dextram prendit; consolatus rogat, finem orandi faciat: tanti ejus apud se gratiam esse ostendit, uti et reipublicæ injuriam et suum dolorem ejus voluntati ac precibus condonet. Dumnorigem ad se vocat, fratrem adhibet: quæ in eo reprehendat, ostendit; quæ ipse intelligat, quæ civitas queratur, proponit: monet, ut in reliquum tempus omnes suspiciones vitet: præterita se Divitiaco fratri condonare dicit. Dumnorigi custodes ponit, ut, quæ agat, quibuscum loquatur, scire possit.—*Cæs. Lib I c.* 20.

Eæ res in Galliam Transalpinam celeriter perferuntur. Addunt ipsi et affingunt rumoribus Galli, quod res poscere videbatur; Retineri urbano

motu Cæsarem, neque in tantis dissensionibus ad exercitum venire posse. Hac impulsi occasione, qui jam ante se populi Romani imperio subjectos dolerent, liberius atque audacius de bello consilia inire incipiunt. Indictis inter se principes Galliæ conciliis, silvestribus ac remotis locis, queruntur de Acconis morte: hunc casum ad ipsos recidere posse demonstrant: miserantur communem Galliæ fortunam: omnibus pollicitationibus ac præmiss deposcunt, qui belli initium faciant, et sui capitis periculo Galliam in libertatem vindicent. Ejus in primis rationem habendam dicunt, prius quam eorum clandestina consilia efferantur, ut Cæsar ab exercitu intercludatur.—*Cæs. Lib. VII. c.* 1.

Translate the following sentences into Latin:—

I have lost no opportunity, as far as I know.

There were some who denied that virtue and vice were contrary to each other.

What prevents you from carrying all your property with you?

It makes a great difference whether death be a perpetual sleep or the beginning of another life.

CLASSES III. IV.

Translate the following passages into English:—

Novo bello cum Gallis exorto, anno Urbis quadringentesimo sexto, iterum Gallus processit, robore atque armis insignis, et provocavit unum ex Romanis, ut secum armis decerneret. Tum se M. Valerius, tribunus militum, obtŭlit; et quum processisset armatus, corvus ei supra dextrum brachium sedit. Mox, commissâ pugnâ, hic corvus alis et unguibus Galli oculos verberavit. Ita factum est, ut Gallus facili negotio a Valerio interficeretur, qui hinc Corvi nomen accepit.—*Arnold's Hist. Aut. CIV.*

Huic Titus filius successit, qui et ipse Vespasianus est dictus; vir omnium virtutum genere mirabilis adeo, ut amor et deliciæ humani generis diceretur. Romæ tantæ civilitatis in imperio fuit, ut nullum omnino puniret, convictos adversum sese conjurationis ita dimiserit, ut in eâdem familiaritate, qua antea, habuerit. Facilitatis et liberalitatis tantæ fuit, ut negaret *quemquam oportere tristem a principe discedere;* præterea quum quodam die in cœnâ recordatus fuisset, nihil se illo die cuiquam præstitisse, dixerit: ferarum in dedicatione Amici hodie diem perdidi. Hic Romæ amphitheatrum ædificavit, et quinque millia ejus occidit.

Per hæc inusitato favore dilectus, morbo periit in eâ, quâ pater, villâ, post biennium, menses octo, dies viginti, quam imperator erat factus, ætatis anno altero et quadragesimo. Tantus luctus eo mortuo publicus fuit, ut omnes tanquam in propriâ doluerint orbitate. Senatus, obitu ipsius circa vesperam nunciato, nocte irrupit in curiam, et tantas ei mortuo laudes gratiasque congessit, quantas nec vivo unquam egerat, nec præsenti. Inter Divos relatus est.—*Ib. CCXLIII.*

Translate the following sentences into Latin:—

"I had written the letter with own hand."

"On that night no star shone in the whole heavens."

"All men are so formed by nature that the powers of body and mind are strengthened by exercise."

"Those who speak the truth are readily believed."

"By the advice of Cato the ambassadors of the Athenians were banished from Rome because by their incredible eloquence they *persuaded* the people to receive falsehood for truth."

APPENDIX

In this TABLE are recorded the results of the Inspector's examination of the answers of the Students different degrees of merit. Every asterisk affixed to a letter is to be understood

Subjects of Examination.		CLASSES I. AND II.*									
		Aishton, J.	Anderson, J.	Biggs, S.	Catchpool, W. H.	Collard, E. C.	Cox, H.	Dick, G. J.	Gibb, G.	Hepher, J.	Hutchinson, J.
Scriptural Knowledge.	1	A	A	A	C	A	..	..	A*	..	A
	2	..	A	*A*	..	A*	..	..	A	C	C
	3	B	A*	B	B	B	..	..	B	B	B
	4	A	A	A	..	..	..	..	..	A*	..
	5	A	A	A*	A	A	..	C	..	B	..
	6	A	..	A	A	A*	..	B	A*	A*	C
	7	..	..	A	A	B	..	..	A	C	B
	8	B	A	..	..	A*	..	..	A*	..	B
	9	B	A	..	..	C	..	C	B	..	B
	10	C	C	C	..	A	..	..	..	C	B
	11	A*	B	A	..	A	..	..	..	A	A
	12	..	B.	B	B	*	..	C	..	C	..
Catechism, Liturgy, Articles, and Ecclesiastical History.	1	..	B	A	..	A	..	B	A	A	C
	2	..	..	..	..	..	..	..	..	..	..
	3	B	A	*A*	..	A	..	..	*A**	B	B
	4	A*	B	*A*	..	A	..	..	A	B	B
	5	B	..	B	..	*A**	..	..	A	..	C
	6	A*	A	A	..	*A*	..	..	A	A*	..
	7	B	..	B	..	B	..	C	B	C	..
	8	..	..	..	..	A	..	..	*A*	B	..
	9	..	..	..	..	B	..	..	C	..	..
	10	..	A	A	..	A*	..	B	B	*A**	C
	11	..	..	..	..	C	..	B	B	..	..
Art of Teaching.	1	..	..	..	..	..	..	..	B	..	..
	2	..	..	..	..	B	..	..	B	..	C
	3	..	..	..	..	A	..	..	A	..	B
	4	..	..	..	..	C	..	..	A*	..	A*
English History and Geography.	1	B	B	C	C	B	..	..	..	..	B
	2	B	C	C	..	B	..	..	..	..	..
	3	C	C	B	..	B	..	..	B	..	..
	4	C	C	..	..	A	..	..	C	..	..
	5	..	B	C	..	A	..	..	B	..	C
	6	..	..	..	..	..	..	..	..	..	..
	7	C	..	..	..	B	..	..	*A*	..	..
	8	..	..	..	..	..	..	..	..	..	..
	9	..	..	..	..	..	..	..	..	..	..
English Grammar.	1	A	*A*	A*	..	*A*	..	B	*A**	*A**	A
	2	B	C	C	C	B	..	B	C	B	B
	3	A	A	A	A	B	A	A	A	A	A
	4	A	B	A	B	A	C	C	*A**	A	A
	5	A*	B	C	B	A	C	C	B	B	B
	6	A	B	B	B	C	B	C	..	..	A
	7	..	A	A	..	C	C	C	B	B	..
	8	..	A	C	..	..	..	..	B	C	A*
	9	..	A	A	..	B	..	..	B	B	A

C.

of the two first classes to the preceding questions (Appendix B). The letters A, B, C, denote as denoting aegree above the average merit indicated by that letter.

CLASSES I. AND II.														
Judd, I.	Jones, J.	Joscelyne, H.	Kitt, R.	Knights, G.	Lucas, W.	Lysnar, W. D.	Manning, W.	M'Queen, I.	Morgan, C.	Murton, F.	Nash, J.	Pindar, T. R.	Trott, I.	Vial, W. S.
A	A	A	A	..	A	A	A	..	..	..	..	A	A	..
A*	A	A*	..	..	C	B	..	B	..	C	B	A*	A	*A*
A	..	..	B	B	A*	B	A*	..	B	B	B	A*	A*	*A*
A	..	A	..	..	..	..	..	..	A	A	A	..	A	..
..	A	A	..	..	..	B	..	A*	..	..	A	C	A	A
B	B	*A*	B	C	A*	B	A*	*A*	A*	C	A	A	A	A*
..	A	..	A	C	C	C	..	B	A*	C	A	B	B	A*
..	*A*	A	B	B	..	B	A	*A*	A*	..	A	B	B	A
..	A	C	..	..	..	B	B	..	A	..	A	B	B	A
..	C	..	..	C	..	C	B	..	B	..	..	A*	A*	B
..	A	..	A	A	..	B	..	A	A	A	A	A	A	A
B	B	..	..	C	..	B	..	*A**	B	B	..	..	B	C
C	A	*A*	A	..	B	B	A	A	A*	B	C	..	B	B
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
A	*A**	A	B	B	A	B	A	*A**	*A**	B	A*	A	A	A*
A	*A**	C	..	..	..	..	..	*A**	A	..	B	..	B	A
C	..	B	..	..	..	C	..	..	C	..	..	A	..	B
B	..	A	..	B	..	C	..	*A*	A	B	A	..	B	A
A	B	B	..	..	B	B	..	A	C	..	C	..	..	C
..	B	B	A	..	A	C	..	*A*	*A*	..	..	..	..	A
..	..	..	..	..	..	..	..	..	..	..	..	..	..	B
B	..	A	..	..	B	A	A	..	*A*	B	B	A	A	B
..	..	..	..	C	..	C	..	B	B	..	B	..	..	B
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
C	C	C	..	..	..	..	..	..	C	..	..	C	C	C
B	B	B	..	..	..	..	*A*	B	B	..	C	B	B	A
A	A*	A	..	..	..	..	C	A*	A*	..	A*	B	A	A
..	A	B	..	B	..	C	C	..	..	A*	B	..	B	B
C	B	..	..	B	B	C	..	..	..	A	..	..	..	B
B	B	C	..	B	..	C	..	*A*	B	..	..	C	C	B
C	A*	..	..	..	C	..	..	B	C	..	..	..	..	..
B	A*	B	..	C	..	B	C	A	A	..	..	B	B	B
..	..	..	..	..	..	..	C	..	..	..	..	..	..	..
..	..	..	..	..	..	B	..	..	..	..	..	..	..	B
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
A*	A*	A	..	B	A	B	..	*A**	*A**	..	B	A	..	A
A	A	..	..	..	B	C	..	*A**	..	..	A	C	..	B
A	A	A	..	A	A	A	A	A	A	..	A	A	A	A
C	A	B	..	C	A*	B	A*	*A*	*A**	..	A	A	A	B
C	B	C	..	B	A	A	B	B	A	..	B	B	B	B
C	C	C	..	..	B	A	B	C	..	..	B	C	B	B
C	B	A	..	B	A	B	B	A	B	..	..	C	B	A
..	B	..	..	..	C	C	C	C	B	..	C	B	B	A
C	B	A	..	C	A	B	B	A	A	..	B	B	A	A

TABLE—

Subjects of Examination.		CLASSES I. AND II.									
		Aishton, J.	Anderson, J.	Biggs, S.	Catchpool, W. H.	Collard, E. C.	Cox, H.	Dick, G. J.	Gibb, G.	Hepler, J.	Hutchinson, J.
Arithmetic.	1	A	A	..	..	B	..	B	B	A	A
	2	A	A*	B	..	..	..	C	C	A	C
	3	A	A*	A	..	A	..	..	..		A
	4	A	B	A	..	..	..	C	..	B	B
	5	A*	C	A	..	A	..	..	..	C	..
Algebra, Geometry, and Trigonometry.	1	B	A	..	..	..	..	..	A	A	..
	2	C	*A*	*A*	..	*A*	..	C	..	A	..
	3	..	*A*	A*	..	A*	..	..	..	A	..
	4	C	A*	..	..	..	..	..	..	..	..
	5	B	A	A*	..	B	..	..	..	A	..
	6	B	..	..	..	..	..	C	..	..	..
	7	B	A*	B	..	..	..	..	..	..	..
	8	..	..	..	..	..	..	..	..	..	..
	9	..	..	B	..	..	..	C	A*	..	..
	10	..	..	..	..	*A**	..	..	..	..	..
	11	..	C	..	..	..	..	..	..	..	..
Astronomy.	1	A	B	C	..	A	..	A	..	B	B
	2	B	A	C	..	B	..	C	..	B	B
	3	..	A	C	..	B	..	..	..	A	B
	4	B	*A*	A	..	B	..	C	..	B	A
	5	A	*A**	A	..	A	..	..	*A*	B	..
	6	B	B	B	..	C	..	..	C	..	..
	7	C	B	B	..	B	..	..	..	C	..
	8	..	..	C	..	..	..	..	..	..	..
	9	..	..	..	..	..	..	..	C	C	..
	10	..	C	B	..	C	..	..	..	..	..
	11	..	C	..	..	..	..	..	..	..	..
	12	..	..	C	..	..	..	..	..	..	..
Natural Philosophy and Practical Mechanics.	1	..	C	..	..	C	..	..	..	A	..
	2	..	C	..	..	B	..	..	..	..	..
	3	A	..	..	..	B	..	..	C	C	..
	4	A	C	..	..	..	..	..	..	A	..
	5	..	C	..	..	B	..	..	C	..	..
	6	..	C	..	..	B	..	..	..	..	..
	7	..	..	..	..	C	..	..	..	..	..
	8	..	..	..	..	..	..	..	..	..	..
	9	..	..	..	..	..	..	..	C	..	..
	10	C	A	B	..	..	..	C	A	A	..
Latin		..	B	C	..	B	..	..	..	C	C

continued.

CLASSES I. AND II.														
Judd, I.	Jones, J.	Joscelyne, H.	Kitt, R.	Knights, G.	Lucas, W.	Lysnar, W. D.	Manning, W.	M'Queen, I.	Morgan, C.	Murton, F.	Nash, J.	Pindar, T. R.	Trott, I.	Vial, W. S.
B	A	..	..	A	C	A	..	B	..	B	A	A	..	..
B	C	..	..	B	..	A	..	A	*A*	B	B	A*	..	..
A	B	..	..	A	A	B	..	A	A	C	A	A	..	A
..	C	..	..	..	B	..	..	A*	A	..	..	B	..	B
C	..	..	..	..	..	..	..	*A*	A	..	..	A	..	..
..	..	..	..	..	A	C	..	..	..	..	..	..	..	..
C	A	..	..	B	A	C	..	..	B	..	..	*A*	..	..
..	..	..	..	..	A	..	..	..	A	..	..	A*	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
B	B	..	..	..	B	..	..	..	..	..	..	..	..	..
..	B	..	..	..	C	..	..	..	C	..	..	C	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
B	C	..	..	C	..	B	..	..	..	..	B	B	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
A	..	..	..	B	B	B	..	*A**	A	..	..	A	..	..
A	B	..	..	C	B	C	..	..	A*	..	..	A	..	..
A	..	..	..	B	C	..	..	A	C	..	..	B	..	..
C	A	..	..	C	A	B	..	*A*	*A**	..	..	A	..	..
A	*A*	..	..	B	A	..	..	A*	A	..	..	A	..	..
..	..	..	..	..	B	..	..	..	C	..	..	..	..	..
C	B	..	..	..	C	..	..	B	B	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	B.	..	..	..	..	..	..	..	A	..	..	..	..	..
..	..	..	..	..	..	C	..	..	..	..	..	A	..	..
..	C	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	B	..	..
B	C	..	..	..	..	..	..	..	B	..	C	..	..	..
C	C	..	..	..	..	..	..	..	..	..	C	..	..	..
..	..	..	..	B	A	..	..	B	A*	..	..	C	..	..
..	..	..	..	C	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	C	..	..	..	..	..
..	..	..	..	..	..	..	..	..	A	..	B	..	..	..
B	C	..	..	..	..	..	..	C	C	..	..	..	..	..
..	C	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	A	..	..	C	A	C	..	B	A*	..	C	*A*	..	..
C	C	B*	..	..	B	C	..	B	A	..	..	C	..	..

Appendix (D).

List of Students.

No	Class	Standing		Age		Previous Condition	Acquirements at the Time of Admission.	Premium, by whom Paid.
		Y.	M.	Y.	M.			
7	1	2	3	..		At a national school	See Mr. Allen's Report, No. 32, p 295	Essex Board—10*l.* Exhibition
29	1	2	9	18	8	ditto	Ditto 34 ,,	Patron.
37	1	3	1	19	7	ditto	Ditto 31 ,,	Cambridge Board of Education.
38	1	3	0	17	8	,, private school	Ditto 25 ,,	Parents—10*l.* Exhibition.
40	1	2	10	19	6	Chorister in a cathedral	Ditto p 294	Free Exhibition.
41	1	2	10	16	7	At Madras College, St. Andrew's	Ditto 35 ,,	Patroness.
43	1	2	10	17	10	At a private academy	English History—English Grammar—Geography	Parents.
47	2	2	8	18	3	,, commercial school	Arithmetic—Geography—History	Patron.
50	1	2	7	17	10	Diocesan School, Rose-street	Arithmetic—Beginning Algebra—Latin Grammar—History	London Diocesan Board.
51	1	2	3	17	3	Country boarding school	English Grammar—Latin Grammar and Delectus—Arithmetic	Patroness.
52	1	2	3	17	3	Country national school	Latin Grammar—Arithmetic—English Grammar, &c	Friends.
54	4	2	2	17	4	ditto	Arithmetic, to Double Rule of Three—Reading, &c	Essex Board, and Patron.
55	5	2	3	23	6	Private school	Chemistry—Arithmetic, to Decimals—English Composition	Part self—part Parents.
56	2	2	1	17	3	At a school in Guernsey	French—Arithmetic, to Double Rule of Three	Parents.
57	2	2	0	18	5	,, National school	Arithmetic—Latin Delectus and Virgil—Geography—History	Ditto.
58	2	1	11	16	4	,, private school	Writing—Arithmetic, to Cube Root	Patron.
59	1	1	11	20	6	,, commercial school	Arithmetic—Rudiments of Latin—English Grammar, &c.	Parents.
60	2	1	11	17	10	,, National school	Ditto—History—Reading, &c.	Cambridge Diocesan Board.
61	5	1	11	17	0	,, blue-coat school	Ditto, to Simple Interest—Singing—History, &c.	Parents.
62	2	1	10	19	0	,, National school and private academy	Ditto—English History—Singing—History—Geography	Ditto.
63	Sick.	1	10	17	6	,, private school	Ditto—Algebra—English Grammar	Ditto.
64	5	1	10	17	0	,, National school	Ditto—History—English Grammar	Patron

65	2	1	8	16	10	,, boarding school	Grammar—Arithmetic, to Interest—History—Geography	Parents.
67	5	1	6	16	3	,, academy	Reading—Arithmetic to Practice—Grammar	Ditto.
68	4	1	5	17	5	,, National school	Arithmetic, to Rule of Three, &c.	Patrons.
69	4	1	5	17	9	,, British and Foreign school	History—Geography—Arithmetic, to Fractions	Essex Board of Education.
70	3	1	4	15	1	,, private school	Arithmetic, to Rule of Three—Rudiments of Latin	Parents.
71	4	1	4	18	0	. . . .	Reading—Writing, and a little Arithmetic	Patrons.
72	Sick.	1	4	17	0	,, National school	Geography—History—and Arithmetic to Fractions	Parents.
73	2	1	4	15	3	,, academy	History—Latin Virgil and Ovid—Arithmetic, to Fractions	Friends.
75	4	1	4	20	3	Chorister, Lichfield	Music—Arithmetic, to Fractions	Dean and Chapter of Lichfield.
76	2	1	5	16	8	At a National school	Algebra—Ditto	Half National Society and half Leicester Board.
77	3	1	4	15	3	,, diocesan school	Reading—Arithmetic, to Cube Root	Patrons.
78	3	1	4	18	9	ditto	Ditto—Ditto—Music	Wells Board of Education.
79	Sick.	1	4	16	1	ditto	Ditto—Ditto	Ditto.
80	3	1	4	16	4	ditto	Ditto—Ditto	Ditto.
81	5	1	4	17	11	ditto	Ditto—Ditto	Ditto.
82	4	1	4	16	6	ditto	Ditto—Ditto	Ditto.
83	4	1	4	16	9	,, boarding school	Arithmetic, to Interest—Rudiments of Latin	Parents—10*l.* Exhibition.
84	4	1	4	16	0	,, National school	Ditto—Reading and Writing	Parents.
85	3	1	4	17	1	ditto	Music—Arithmetic, to Decimals—Latin Grammar	Patron.
86	4	1	4	16	2	ditto	Singing—Geography—Arithmetic, to Interest	Parents.
87	3	1	2	23	9	ditto	Geography—Arithmetic, &c.	Friends.
88	4	1	3	16	8	,, private school	Rudiments of Latin—Arithmetic, to Rule of Three	Parents.
90	5	0	11	17	0	,, National school	History—Geography—and Arithmetic	Bath and Wells Board.
91	3	0	11	17	0	,, commercial school	Commercial Education—Rudiments of Latin—Little Mathematics	Parents.
92	3	0	11	14	11	,, National school	Arithmetic, to Decimals—Latin and Greek	The late Arch. Bayley.
93	5	0	11	17	0	,, commercial school	Geography—History—Arithmetic—Instrumental Music (organ)	Patron.
95	6	0	6	15	11	,, national school	Latin Grammar—Arithmetic, indifferent—English, &c.	Patron.
96	6	0	5	15	6	,, workhouse school	English Grammar—Latin—Had read a little Virgil, &c. &c.	Lord Grosvenor.
97	6	0	5	15	6	,, National school	Ditto—Geography—History, &c.	Patron.
98	6	0	5	19	6	,, commercial school	Geography—English Grammar—and Arithmetic	Patron.
99	6	0	4	15	4	,, National school	Geography—History—English Grammar—Arithmetic to Fractions	

Appendix (E).

Order of Proficiency in Latin.

This list includes several students who, in respect to other subjects than Latin, are not included in the first or second classes.

Morgan.		Lucas.	Hepley
Benham.		Anderson.	Biggs.
Joscelyne.	æq.	Wooder.	Lysar.
Wellch.		Pereira.	Pinder.
Collard.	æq.	Hutchinson.	Judd.
M'Queen.		Jones, maj.	

Appendix (F).

15, *Russell Place, Fitzroy Square,*
30th January, 1846.

My Dear Sir,

At your request I visited St. Mark's College on the 22nd of December last, to examine the students in their musical studies. I am enabled to give you a highly favourable report of their progress, and to state that during the period which has intervened since my last visit, they have materially advanced their musical knowledge, which they clearly proved to me by their ready and correct performance of several elaborate vocal compositions (till then unknown to them) as also by their answers to several theoretical questions which I put to them.

I am strengthened in the opinion which I offered to you on the occasion of my former visit to the College that, taking all matters into consideration, (I allude to the numerous demands on the time and attention of the students required by other studies,) this is one of the best musical exhibitions I have ever met with.

I had the gratification to attend Divine service on Christmas-day last, and was delighted with the correct and pure style which characterized the chanting of the students.

The compositions selected for this festival were such as to require in the students a very extensive musical knowledge. They were performed correctly, with great precision, and without the aid of accompaniment.

I have only to add that the greatest credit is due to the musical instructors in the College, from whom, doubtless, the students have imbibed their zeal in this study.

I remain, dear Sir,
Yours faithfully,
William Sterndale Bennett.

To the Rev. H. Moseley,
Her Majesty's Inspector of Schools.

Appendix (G).

Subjects of Instruction in the Practising School, St. Mark's College.

1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.
Religious: Catechism and Collects for Sundays and holy days fully explained. Sacred History; Old and New Testament. English History.—(Educational Series.) Arithmetic.—Fractions, decimal and vulgar. Rule of Three, independently of Proportion. *English Grammar:* Parsing and Etymology. Few chief Greek and Latin roots. *Geography:* Generally; more particularly the maps of the Holy Land, British Isles, and Europe. Principles concerning motions of the Earth.	*Religious:* Catechism fully. Prophecies relating to Christ and John the Baptist. Life of St. Paul. *Reading:* Holy Bible. Fourth book. *Arithmetic:* As far as Proportion. *Geography:* Europe thoroughly. Palestine. History of England. as far as Henry II.	*Religious:* Catechism fully known. A few Scripture references. Chief prophecies, types of our Saviour. New Testament History; have read the Gospels of St. Matthew, Mark, Luke; first VIII. of the Acts. *Geography:* Maps of the World, Europe, England. Travels of St. Paul, *with map.* Arithmetic.—As far as Reduction.	*Religious Instruction:* Catechism. History of St. Paul. Sketch of the Apostles. Few prophecies of our Saviour. *Geography:* General outlines, Norway, Sweden, France, Spain, Great Britain, rather more fully. Map of World. Europe. *Arithmetic:* Compound Subtraction.	*Religious Instruction:* Catechism. Scripture history. Creation to call of Abraham. Outline. Israelites entering Canaan. Brief account of our Saviour (in explanation of Creed). *Geography:* Outlines of map of Europe. England. *Arithmetic:* Three First Rules. Compound Addition. *Reading:* Second book. *Spelling:* Cards and dictation.	*Religious Instruction:* Catechism. The end of Commandments. Simple outlines of Scripture history. *Arithmetic:* Simple Addition. Few boys Subtraction. *Reading:* S. P. C. K. book. *Spelling:* Words of three syllables. Easy dictation. *Geography:* Outlines of map of the World.	*Religious Instruction:* Catechism as far as the Commandments. Lord's Prayer simply explained. Little of Bible History. *Arithmetic:* Simple Addition. *Reading:* First book. *Spelling:* Words of two syllables. *Geography:* Trying to explain what a map is.

Report on the Chester Diocesan Training School for Masters, by Rev. Henry Moseley, M.A., F.R.S.

My Lords,-

In my last Report on the Chester Diocesan College I have described the very appropriate and commodious structure erected for its use, by the Diocesan Board. An engraved view of it accompanied that Report, together with a ground plan. The chapel then about to be commenced, had, when I visited Chester, in November, 1845, been raised nearly to the roof, and it is now covered in. The staff of officers remains the same, and the general routine has in no other respect been changed, than in the classification of the students, and the addition of Latin, Drawing, and Chemistry to the subjects of instruction. I have appended to this Report a copy of the present time table.*

According to the census of 1841, the diocese of Chester contained, in that year, in the counties of Chester and Lancaster, a population of 2,062,364, of which number 236,126 were males,† and 234,929 females, *between the ages of* 5 *and* 15, *or* 3 *and* 13,—that is of an age to go to school.

Admitting that each adult teacher is capable of instructing 60 children, 7850 such teachers would be required for the instruction of the children of these two counties. In which number—supposing none of them to be less than 25 years of age, and to become incapacitated for their duties at 65—117 will die annually, and 105‡ will be superannuated. So that from these two causes 222 vacancies will occur annually.

Assuming that 7 per cent. of this number are private teachers,§ there will remain 206 vacancies to be provided for among the teachers of public elementary schools, *i. e.*, 103 masters, and the same number of mistresses.

My experience in the inspection of training colleges leads me to the conclusion that the persons who seek them are not generally possessed of such previous instruction as would render a period of less than two years adequate to qualify them for the office of the elementary schoolmaster.

The training schools for masters in this diocese alone should, therefore, with reference to a really efficient state of the elementary education of the country, give instruction constantly to 206 students.

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* Appendix (A).

† In Lancashire, 97,167 males from 5 to 10 years of age, and 92,305 from 10 to 15; and in Cheshire, 23,827 from 5 to 10, and 22,827 from 10 to 15.

‡ These calculations are made from a table of Professor De Morgan on Life Contingencies, published in the Companion for the Almanac for 1842, and founded on the Carlisle Tables of Mortality.

§ See Report on St. Mark's College.

The present number of students in the Chester Diocesan College, is 40. It affords accommodation for 100.* The part of it otherwise unoccupied, giving space to a commercial school, which at present consists of 30 boys.

The task of instructing the senior students devolves entirely upon the Principal and the Vice-principal, they are, however, assisted in their labours in the commercial and model schools by two of the students, whose course of instruction has been completed. This constitutes the entire staff of officers.

The fee for admission is 25*l.* annually; 16 exhibitions of 12*l.* 10*s.* each, however, reduce the fee, in respect to the like number of students, by one half.

Seven hours a-day are devoted to study in the class-rooms, 1¾ hours to industrial pursuits, 2½ hours in winter, and 4 in summer to private study and exercise.

The subjects of instruction, include Religious knowledge, English literature, Science, and the Art of teaching. Ten hours and one-third in each week, are devoted to the first, 21 hours to the second,† 9 hours to the third, and 12 hours to the fourth. The students occupy 4½ hours in the preparation of lessons, and they have, every week, 15 hours' leisure.‡

The rest of their time is given to industrial occupations. These constitute an integral part of the course of instruction, received as systematically as any other, and under a greater variety of forms, and with more success than in any similar institution with which I am acquainted

Nothing can be more animated and interesting than the scene which presents itself to the stranger who visits the institution during the hours when these occupations are going on.

Every student is seen plying some useful handicraft—either that which was the means of his previous livelihood, or one taken up since he has been in the institution—and wherever the eye rests, some new form of useful instruction in the mechanical arts suggests itself to the mind.§

There can be no doubt of the admirable adaptation of a system like this to the education of masters for Industrial Schools; and the question how far it may be practicable and expedient to main-

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* I have assumed (founding this assumption on the census) that one-fourth of the population are of an age to go to school, *i. e.* between 3 and 13. The National Society claims one-eighth of the population for its schools, being one-half the number who ought to be at school. According to their estimate, the number of students for which the College supplies *accommodation* is therefore sufficient, so far as National Schools are concerned.

† Geography, which occupies two hours, being included in it.

‡ See Appendix (A).

§ On the day of my inspection I found the students thus distributed :—There were 5 carpenters, 2 turners in wood, 4 in iron, 2 painters, 2 blacksmiths, 3 glass-stainers, 4 lithographers, 3 carvers, 6 bookbinders, 2 students were varnishing maps, 1 was working a circular saw, 6 were occupied in the excavation and transport of earth, and there was 1 gardener.

tain such schools is pressed more and more, every day, upon the attention of the friends of the labouring classes, by the encroachments which labour is making upon that part of a poor child's life, which has hitherto been left for its education. Any plan would be likely to receive the confidence of the poor, combining instruction in useful learning, with some employment, which, whilst it served, by a trifling remuneration, to diminish the sacrifice they make in not sending their children to work, would be an obvious preparation for the life of labour in reserve for them.

It is not, perhaps, without a show of reason, that they are accustomed to fear, lest by too long a continuance at school, and by the influence of too much book learning, their children should be led to shrink from that self-denial of bodily toil, and should fail of those habits of steady industry, which are proper to their state of life. To talk to them of the moral advantages of instruction, of the elevating and ennobling tendencies of knowledge, of the social virtues which follow in its train, and of its influence in the formation of religious character, and, through that character, upon the future and eternal welfare of a responsible being, is to seek to impress their minds with truths of which, alas, they have no experience. Engaged themselves in a perpetual struggle with the physical difficulties of existence—too often increased by their own improvidence—when they look to the future welfare of their children, they have no other thought present to their minds than the remuneration of their labour. And, after all, if we would serve them effectually, and with that view, if we would secure their active concurrence in our efforts, we must, in some degree, meet their own views as to what is best for their children, and take them as they are, with all their ignorance, and their prejudices about them. Our success will be the greatest when we do the least violence to these prejudices; and they do not debar us from a wide field of labour for their advantage.

In giving to its students a practical knowledge of the pursuits of the labouring classes, this institution places them on vantage ground. It helps to fill up that chasm which separates the educated from the uneducated mind, and too often interdicts all sympathy between the school-master and the parents of the children intrusted to his charge.

So long as the domestic and inner life of the classes below us in the social scale—the whole world of those thoughts and feelings in which their children are interested—remain hidden from us, our efforts for their welfare, devised in ignorance, will, in a great measure, fail of their object. He who would explore this region close at our doors, and bring back to us tidings of it, would have a tale to tell as strange as of an undiscovered country, and far more important.

According to that theory of a schoolmaster which these considerations would seem to suggest, his education, far from separating

the link which unites him to the classes out of which he is taken, should strengthen it. His sympathies are to be with his own people. He is to take a lively interest in their pursuits. The scene of their daily toil is to be familiar to him. Those ideas associated with their craft, which include, within such narrow limits, the whole of their acquired knowledge—and the terms of their art, however technical—he is to be conversant with. Their intelligence is limited to the narrow circle which contains their daily bread. He is to enter that circle. The love of intellectual pursuits, perhaps never extinguished in the mind of man, loses its vivacity side by side with the pressing wants of animal life. He is to re-awaken it. Out of the friendly relations and generous sympathies which result from an intercourse such as this, he is to build up a superstructure of mutual confidence and good will, and to dedicate the ascendancy he thus acquires over the parent, to the welfare of the child. He is to re-awaken in the bosom of the labouring man those natural sympathies which seem—under the influence of the manufacturing system—to be fast dying away, and to impel him to sacrifices in behalf of his child; to impress him with a deep sense of the responsibility under which he lies in the matter of its spiritual and eternal welfare, and to direct him as to the best means of promoting it. It is not in any unreal character that he is thus to appear on his hearth, or with any jesuitical project of circumventing him for the advantage of his child; but simply that, taken from his own order, he is not to separate the link which unites him to that order; that, by both parentage and education, associated with the labouring classes, he is not to divest himself of those important advantages for fulfilling the duties of his mission, which that association supplies. With this view, neither in his dress, nor in his manners, nor in his forms of speech, is he to assume a distinctive or separated character, otherwise than as it regards that greater moral restraint, that gravity of speech, and sobriety of demeanor, which it would become the labouring man himself to cultivate.

This theory of a schoolmaster is diametrically opposed to that on which the system of every other training college with which I am acquainted, is founded. The tendency of every other is elevating. This would repress those aspirations which are natural to the new condition of his intellectual being on which the student has entered, and which are usually associated with the office he seeks, and it would tether him fast to that state of life from which he started.

Nothing can be more just than that estimate of the moral necessities of the labouring man, which is its basis. Above all other things, that man wants a friend set free from the influences under which he is himself fast sinking—a friend, if it were possible, not divided from him by that wide interval which a few conventional distinctions are sufficient to interpose—to advise him, if not in the matter of his own welfare, in that of his children.

It is, however, a theory which in practice would not be without its perils. So close an approximation to the class below him, would have a tendency to separate the schoolmaster from the class which is above him,—that class in which all his better and higher impulses will find their chief stay and support, and where alone he can, as yet, look for a cordial sympathy. That ascendancy which education gives him over the minds of his ordinary associates, will tend to foster an independence of spirit inconsistent, perhaps, with the relation in which he must of necessity stand to the patrons and promoters of his school; and above all, he will be the less likely to preserve those intimate and friendly relations with the clergyman, which are not less important to the spiritual welfare of the parish school and the parish, than to the personal comfort, and the self-respect of the schoolmaster.

I have everywhere found a disposition on the part of the clergy to extend a friendly sympathy to the labours of the schoolmaster, and I believe that they very generally rejoice in the opportunity which the superior education of the training colleges affords to them, of stretching out to him the right hand of Christian fellowship. Asperity of manners, an independent bearing, and a rude deportment, would repel these kindly feelings.

On the other hand, it may be questioned whether the opinion that the co-operation of the labouring classes in the work of the schoolmaster is to be gained by a closer approximation to themselves in his modes of thought and his way of life, is founded on correct estimate of the springs of public opinion amongst them, and whether some separation and the interposition of a few conventional distinctions do not serve to give weight to his counsels, and enhance the estimate formed of the value of his labours.

My own opinion is that a sincere and earnest interest in the welfare of their children, shown by a labour of industry and love, will overpower every other consideration in the minds of the poor, and that however great may be the advantage which a close association with them, and an intimate knowledge of their condition, give to the schoolmaster, it will, in general, be dearly purchased by a conformity with their habits of life and modes of thought and action. It is an intercourse in which, whatever *they* may gain, he will probably *lose*.

That state of things in which a breach between the class of elementary schoolmasters and the clergy shall have become wide and general, cannot be contemplated otherwise than with unmingled apprehension. The ascendancy which education gives to them amongst the uneducated masses—ministering to their characteristic independence of spirit, their professional pride and their ambition —might, in such a case, prove a temptation and a snare too great for them to withstand, and, by a slow but irresistible process, convert them into active emissaries of misrule.

With reference to the industrial pursuits which have suggested

these remarks, it appears to me worthy of consideration whether in this institution they may not have acquired an ascendancy which is not without its unfavourable influence on the literary pursuits of the place, and whether too large a sacrifice of healthful recreation is not made when, in fine weather, the students pass from their class-rooms into the workshops, instead of into the open air.

The Examination.

Having fixed Tuesday, the 1st of November, for the commencement of my examination, and prepared printed lists of questions,* to be answered by the students in writing, I set apart two hours for my examination in each subject, and caused a copy of the questions in that subject to be placed before each student at the time which I had thus appointed, interdicting to them the use of all books of reference or notes.

No subjects having been specially tendered to me for examination, and no information given me as to those elements of religious knowledge, of general literature, and of science which had, more particularly than the rest, formed the subjects of instruction during the previous year, my questions were necessarily extended over a wide field.

The whole of the first week was occupied by the students in writing their answers to these questions. I have carefully examined them, and have recorded the results of my examination in a table appended to this Report.†

To each answer which was substantially correct I have affixed the letter A in a column of that table, at the head of which is a number, referring to the name of the student. The degree of merit which attaches to an answer, in which a correct knowledge of the subject is exhibited as to some of its important elements, but in which something is incorrectly stated, or something essential to the completeness of the answer omitted, I have indicated by the letter B; and by C a class of answers of various degrees of merit, in all of which, nevertheless, ignorance preponderated.

Of the whole number of students, I find that 18 spell incorrectly, 12 read and 8 write imperfectly; 10, upon the evidence of the exercises they have sent in, may be characterized as illiterate; 10 others have afforded in their exercises the evidence of a considerable amount of general literary attainment and mental culture; 20 write beautifully; 9 have acquitted themselves well in Scriptural Knowledge, and the same number in Church History and the Liturgy; 4 in their answers to the questions on the Art of Teaching; 20 in Arithmetic, and some of these *admirably;* 5 in Natural Philosophy; 18 in Mechanics and Astronomy; 12 in Geography; 9 in English History; 45 in Algebra.

* I have appended copies of these questions to my Report. See Appendix (B).
† Appendix (C).

In comparing these results with those obtained in other similar institutions, it is to be borne in mind that no particular subjects were here tendered for examination. My inquiries extended, therefore, over a large surface, and the students were thus left without that aid which a course of reading, directed specially to the examination, might have afforded them; and without that motive to the acquisition of much positive knowledge, however confined in its range, which might have been supplied to them by a judicious limitation of the subjects of examination.

At my previous examinations I have been struck by the remarkable *disparity* which presents itself in this institution as to the general ability and acquired knowledge of the students. I have found among them some of vigorous intellect and of considerable attainments, and others whose defects of previous education and want of the natural endowments proper to an elementary teacher will not, I fear, be remedied by a residence however long continued.

If a sufficient number of candidates presented themselves for admission, to allow a selection from amongst them of those who are really qualified, this source of embarrassment might be removed. Such a number of candidates would, I doubt not, be found, if the obstacle which the fee presents to their admission could be overcome. At Battersea Training College the expedient has been adopted of lending to an eligible student that portion of his fee which is not covered by an exhibition; and the number of such exhibitions has been augmented by subcriptions to a fund specially devoted to that object.

It is, however, in my opinion, worthy of grave consideration whether the expenditure of the public money for educational purposes would not be greatly economised by the foundation of Government exhibitions in the training colleges.

The office of the schoolmaster does not offer to a man desirous to provide for his children, and in a position to pay an annual fee of 25*l.*, adequate advantages, either in respect to the remuneration attached to it or its social position. If, indeed, a shopkeeper, a warehouseman, a small manufacturer, or a farmer well to do in the world, have one child, who, by reason of a feebleness of character, or of bodily health, or perhaps of intellect, may be considered unequal to a more active and enterprising career in life, the training college will perhaps be sought as an asylum for him. Straitened as are these institutions (especially the Diocesan Colleges) in their resources, it is not easy to refuse a candidate who is thus prepared to pay the whole fee for admission. At the expiration of his course of instruction, the qualifications of a student received under these circumstances, notwithstanding all the labour which may have been bestowed upon his instruction, will scarcely be found such as would obtain for him the public confidence, were it not for the guarantee which his residence in the training college has supplied. And so, after all, the public money will have

been expended, and the public sympathies exhausted, not in raising the standard of intelligence in the existing body of school-masters, but at *best* in bringing up to the existing standard men who would not otherwise have reached it.

I have brought out this evil, perhaps, beyond its just proportions; but it has been in the hope of fixing your Lordships' attention upon it, and with a view to its remedy. I have reason to know that it is operating in the training institutions as a great evil, and, I believe, that, if they fail of their results and disappoint the public expectation, this will lie at the root of the matter. It would be quite possible, if this fee were dispensed with, through the agency of the Inspectors, to fill the training colleges with men—in their qualifications for admission—very far indeed above the general standard of those who are now found in them. Were the question, whether from such a class of persons a body of efficient educators could be formed, wholly problematical as to its results, having such an object in view, it would surely be worthy a large expenditure of the public money to bring it to the test of an experiment. But it is not difficult to show that a really eligible candidate becomes, when admitted a student in our best training colleges, by a process in which there are very few instances of failure, a schoolmaster capable of realizing all that we hope from him. Considering that the faith of the public in education hangs upon the fruit of these colleges, not less than the success of each individual schoolmaster in the sphere of action particularly assigned to him, it would be folly to measure the services of such a man for the public welfare by the 40*l.* or 50*l.* of the public money which may have been expended in educating him.

My Report to your Lordships on this institution would not convey to you a just impression of it, did it not bear testimony to the very arduous character of the labours of the two gentlemen—the Principal and the Vice-Principal—on whom the entire management of it devolves. Besides that general supervision which the Principal exercises over it in all its departments, its whole correspondence is intrusted to him, and he takes an active part in the teaching of the students, not only during the hours devoted to study, but whilst they are engaged in their industrial occupations. If to these, his ordinary labours, be added those with which for the last two years he has been charged in superintending the building operations which have been going on at the model school-room and the chapel, it will, I think, be felt that claims are made upon his services which are incompatible with his own health and with the best interests of the institution.

The same remark applies, in its fullest extent, to the labours of the Vice-Principal. They appear to be continued, almost without pause or relaxation, from an early hour in the morning until seven in the evening.

I visit no training college from the officers of which labours

like these are required. At St. Mark's College *four* are employed constantly and *five* occasionally, and at Battersea *three* constantly and *six* occasionally in performing those duties, in respect to from 60 to 70 students, which are here assigned to *two*,* in respect to 40 students; whilst to the last is added the supervision of a commercial school.

The difficulties of the course of instruction of a training college are of no ordinary kind, and it is only by more than the ordinary resources of education that they can be overcome. The most vigorous teaching is required to rouse into activity that sluggishness of mind which has grown upon men long unaccustomed to intellectual pursuits; and the subjects of their instruction must, to be successful, be placed before them under that elementary and methodical form which is only consistent, in the case of the most accomplished teacher, with a careful preparation of every lesson. No teacher, moreover, is likely, under such circumstances, to attain his object whose instructions are made to cover the whole of that wide field of knowledge which is necessarily included in the course of one of these institutions. A division of labour is indispensable, and the energies of fresh minds brought to bear up on the several parts of the course, each with limited functions and a definite object. To attempt to conduct it, under these circumstances, on a meagre scale of expenditure, is to provide for its failure.

The Model School.

The second week of my inspection I devoted to an examination of the model school, and to an inquiry into the practical skill in the art of teaching acquired by those students, 13 in number, who were in attendance at the model school, and whose term of residence would be completed at the following Christmas.

I have recorded the estimate I was led to form of the merits of each of these students, as a teacher, in the table in which I have stated the other results of my examination.†

The model school is taught in the new school-room, erected by the aid of your Lordships' grant, and completed since the date of my last Report, but fully described in the plan appended to that Report. It is well suited to its purpose, except that it is troubled by an echo.‡.

One hundred and sixty-three boys were present on the day

* Since the period of my inspection, it has been determined to appoint a third teacher in the senior department, and inquiry is now being made for a person eligible to that office.

† Appendix (C).

‡ The school room has an open roof, boarded *upon* the rafter, so as to present internally a smooth, unbroken surface. If, instead of the boards being placed upon the rafters, they had been placed between them, in contact with the slates so as to leave the rafters exposed, and to present a broken surface to the undulations of sound, it is probable that this inconvenience, which is a very serious one, would not have been experienced.

of my examination. These children, like those of every other model school which I have visited, appear to belong to a grade in society removed a little above that from which the children who usually attend National Schools are drawn. They attend with remarkable regularity, the average number of absentees during a period of six months, except by reason of sickness or with leave, being only *one* daily.

I have appended to this Report* a statement on this subject, which I have read with great interest.

The school is held in high and well-deserved estimation by the parents, and it is obvious that under the influence of that estimation, they are prepared to make those sacrifices of the occasional services of their children, lest they should lose their learning, which in other schools they will not make. The irregularity of the attendance of the children of National Schools, I find to be everywhere alleged as an obstacle fatal to all the hopes of education. Here that obstacle is removed.

I have appended to this Report a copy of the note which is a addressed to the parents of a child absent without leave. This note forms one part of the page of a book, resembling a cheque book, from which it is torn; a record of the notice being preserved on the other part. The arrangement is exceedingly convenient in practice, and might be introduced generally in National Schools with advantage.†

I have appended a copy of the rules of the school.‡

The children are admitted from the age of 7; and 14 may be taken as the average age of those who leave. Thirty-five have left during the last six months, being one-sixth of the whole number. According to this estimate, the average time during which a child may be expected to continue at the school is three years.

The master of the school is Mr. Lawrence Riley, formerly a student of the college.

He is usually assisted in his labours by from four to eight of those students who are in the last six months of their residence.

I have appended a copy of the time table of the school,§ and a list of the books used in it.‖

A little more than one-fourth of the children read with tolerable ease and correctness in the Third Book of the Society for Promoting Christian Knowledge; one-third have advanced as far as the Rule of Three in arithmetic. Music and geography are taught to the whole, English grammar and drawing to nearly one-half, and the History of England to one-fourth.

It will be obvious, from this statement, that a much higher standard of instruction is aimed at here than is common in elementary schools. The great popularity of the school, and the punctuality

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* See Appendix (E). † Appendix (F). ‡ Appendix (G).
§ Appendix (D). ¶ Appendix (H).

of the attendance of the children may be received as evidence of the expediency of doing so. I have, however, found evidence, to my own mind yet more convincing, in that efficiency of the school in all its subordinate departments, which I have generally found to be associated with the attempt to add a few of the elements of a more liberal education to the ordinary routine of a National School.

I believe, that because all these poor children, down to the lowest of the eight classes of which the school is composed, are taught the first elements of geography, they therefore learn to read the better; and that because from the fourth class they learn with geography English grammar, and are made to understand the subject matter of their reading lessons, they are therefore more expert in arithmetic, and better instructed in Religion than though none of these matters—unsuited as I am sometimes told to poor men's children—were taught them, or than though they were taught only to the few who reach the first class.

It is impossible to revisit the school without feeling that the resources of a powerful and an original mind have been brought to bear upon the business of elementary instruction in it.

The discipline is admirable, it is maintained apparently with great ease, and affords the evidence of a subordination, influenced by moral causes, and cheerfully yielded. So far as this is apparent in the order and regularity of the school, it is greatly promoted by the school songs which accompany all the changes of the classes, and which the children sing as they assemble and when they leave.

The singing is the more remarkable, as its character is maintained apparently with very little effort, and the sacrifice of very little time.

Accustomed to oral instruction on the gallery, the children exhibit great power of attention, much quickness of apprehension, and greater resources of language than I am accustomed to find in schools of this class. They appear to be interested in what they are taught, to appreciate the value of learning, and to take a pleasure in it. That listlessness of manner and dreaminess so intimately associated in the mind of an inspector with the aspect of an elementary school, had certainly no place here on the days of my inspection. The children, not less than their teachers, seemed to be in earnest in the business of the school, and the fervour and vivacity apparent on the one part, is at least commensurate with the zeal and ability exhibited on the other.

So far as this school, taught exclusively by the students of the college, may be taken as affording direct evidence of the skill they attain in the art of teaching, no other than a favourable estimate can be formed of it. The notes in which I have recorded the impressions which I derived from the opportunity afforded me of being present at a lesson delivered by each student, do not however bear an unqualified testimony to this fact.

Amongst them were some excellent teachers, earnest, vigorous,

well instructed, and efficient, but there were others wanting not only in the peculiar and professional qualifications of a teacher, but themselves very imperfectly educated. If I might be allowed a *general* criticism, it would be that the students whom I saw teach were not acquainted to the extent that might have been expected with the best methods of simplifying the primary elements of instruction. I doubt whether these had ever been made the subject of study with them. There was no evidence of any independent power to present the knowledge they themselves possessed under that form in which it is best adapted to the intelligence of children, or of any systematic instruction directed to that object, or indeed of or any due appreciation of its importance to the success of elementary instruction.

I have the honour to be, &c.,

HENRY MOSELEY.

APPENDIX (A).

STUDENTS' TIME TABLE.

A.M.	
From 5 to 7	Preparation of the Lessons for next succeeding day, Scripture Texts, Examination, and Prayers.
7½	Breakfast.
,, 7¾ to 8¾	Agriculture, Mechanics, and (if weather unfavourable) Psalmody.
,, 11½ to 12¾	Agriculture, Mechanics, and (if weather unfavourable) Psalmody.
P.M.	
1	Dinner.
2	Commence afternoon Study.

MONDAY.

	M. 1.	M. 2.
A.M.		
From 8¾ to 9¾	Scriptural Examination.	Scriptural Examination.
,, 9¾ to 10½	Latin.	Etymology.
,, 10½ to 11½	Evidences of Christianity.	Evidences of Christianity.
P.M.		
,, 2 to 3	Land Surveying.	Writing from Memory.
,, 3 to 4	Geography.	Geography.
,, 4 to 5	Writing.	Writing.

TUESDAY.

	M. 1.	M. 2.
A.M.		
From 8¾ to 9¾	Scripture.	Scripture.
,, 9¾ to 10½	Euclid.	History and Reading.
,, 10½ to 11½	Latin.	Arithmetic.
P.M.		
,, 2 to 4	Practical Mechanics.	Practical Mechanics.
,, 4 to 5	Parsing.	Grammar.

Students' Time Table—*continued.*

WEDNESDAY.

	M. 1.	M. 2.
A.M.		
From 8¾ to 9¼	Scripture.	Scripture.
,, 9¼ to 10½	Poetry and Mechanical Drawing.	Grammar.
,, 10½ to 11½	Arithmetic.	Arithmetic.
P.M.		
,, 2 to 3½	Drawing.	Drawing.
,, 3½ to 5	Geography and Mental Arithmetic.	Geography and Mental Arithmetic.

THURSDAY.

	M. 1.	M. 2.
A.M.		
From 8¾ to 9¼	Scripture.	Scripture.
,, 9¼ to 10¼	Euclid.	History and Reading.
,, 10¼ to 11½	Nicholls's Illustrations of Scripture.	Nicholls's Illustrations of Scripture.

FRIDAY.

	M. 1.	M. 2.
A.M.		
From 8¾ to 9¼	Scripture.	Scripture.
,, 9¼ to 10½	Arithmetic.	Parsing.
,, 10½ to 11½	Chemistry.	Arithmetic.
P.M.		
,, 2 to 3½	Drawing.	Drawing.
,, 3½ to 4¼	Writing.	Writing.
,, 4¼ to 5	English Language.	Arithmetic.

SATURDAY.

	M. 1.	M. 2.
A.M.		
From 8¾ to 9¼	Scripture.	Scripture.
,, 9¼ to 11½	Essays, &c.	Themes, &c.

Chester, December, 1845.

Appendix (B).

Questions proposed to the Students of the Chester Diocesan College, to be answering in Writing.

Scriptural Knowledge.

1. Write out, with a careful attention to the penmanship and the punctuation, texts of Scripture illustrative of the Christian graces of Sincerity, Truth, and Candour.
2. What prophecies refer to the Messiah in his characters of a Prophet, a Priest, and a Saviour?
3. Describe minutely the sacrifices of the great day of atonement, and show their typical character.
4. In what manner was David appointed king?

5. What account does St. Paul give of the resurrection of our Lord?
6. What great events are associated with the following dates? 2347 B.C., 1921 B.C., 1491 B.C., 1003 B.C., and 588 B.C.
7. Give an analysis of the Book of Jonah, and state what practical instruction you would draw from it in a Bible lesson.

The Liturgy, the Catechism, the History of the Church.

1. What scriptural authority have we for the use of forms of prayer.
2. For what purpose are "the sentences" prefixed to the morning and evening services? Write down that "sentence" taken from Ezekiel which contains the definition of true repentance, and from St. John's Epistles which encourages us to the exercise of it.
3. Give a scriptural illustration of the following passages from the "General Confession."

   "We have erred and strayed from thy ways like lost sheep."
   "We have left undone those things which we ought to have done."
   "There is no health in us."
4. Write out the Collect for Peace at Evening Prayer.
5. Explain the follow terms:—Liturgy, Litany, Collect, Rubric, Rogation, Invocation, Deprecation, Intercession, Supplication; and give examples of the last four forms of prayer taken from the Litany.
6. What is your duty towards God? Show in what way the answer to this question may be drawn from the Commandments.
7. Give some account of the following Apostolic fathers and writers of the early Church:—"Clemens Romanus," Ignatius, Polycarp, Justin Martyr, Tertullian, Tatian, Irenæus.
8. Relate the principal events in the History of the Church during the first year of its existence.

The Art of Teaching.

1. Give a general account of the different methods which have been proposed for organizing an elementary school.
2. What different methods have been proposed for teaching children to read, and on what principles have they respectively been founded?
3. How would you organize a school of 150 children, supposing that you had an assistant master and a class-room? What arrangement of desks, forms, &c., would you recommend for such a school, and what apparatus should you require?
4. "What is required of them who come to the Lord's Supper?" Give the heads of an examination founded upon the answer to this question, such as you would address to a class in your school.
5. Give an outline of the course of instruction in Mechanics which you would address to a class in your school.

Algebra, Geometry, Trigonometry, Mensuration.

The solutions of the examples marked with an asterisk are to be written out under such forms as would make them intelligible to a class in your school.

1. Show that $*a\,bx + a\,cx - 2\,ax = (b - c - 2)\,ax$, and prove the rule for the change of signs in subtraction.
2. Prove that $\frac{*a}{b} = \frac{ac}{bc}$, and that $\frac{*a}{b} \times \frac{c}{d} = \frac{ac}{bd}$, and reduce to its simplest form the expression $\frac{1}{x-1} - \frac{1}{x-3} + \frac{1}{x-5}$.

3. Solve the equations—

$$\frac{x}{5} + \frac{x}{3} = x - 7$$

$$\frac{4x+3}{9} + \frac{7x-29}{5x-12} = \frac{8x+19}{18}$$

$$\frac{4x}{5-x} - \frac{20-4x}{x} = 15$$

4 A number of persons hire a boat for £a to convey them b miles: after they have completed c miles, they take in d additional passengers, and the cost being equitably divided, each of those who have made the whole voyage, pays £e as his share of the expense—how many were there?

5. Show that parallelograms upon equal bases, and between the same parallels, are equal.

6. Two towers, one of which is 40 feet higher than the other, are 50 feet asunder, and it is observed, that when the extremities of their shadows coincide, the shadow of the less is 100 feet long —what are the heights of the towers?

7. What is the weight of the air in a room 25 feet 6 inches long, 14 feet 10 inches wide, and 9 feet 7 inches high. The sp g. of the air being ·001228?

8. Define the sine of an angle—show that tan A. $= \frac{Sin.\ A}{Cos.\ A}$, and prove that the sides of a triangle are to one another as the sines of their opposite angles

9. At a distance of 58 miles the summit of Mount Etna was observed to have an angular elevation of 1° 17′—what is the height of the mountain?

10. A horizontal road 40 feet wide, and having slopes of 3 to 1, is to be cut through an eminence, the heights of different points on whose surface, above the level of the road, taken at equal distances of 20 feet, are as follows—0, 7, 13, 17, 25, 36, 20, 6, 0—how many cubic feet of earth will be taken from the excavation?

11. What number of workmen must be employed to complete the excavation in the last example in 20 days, and to convey the material 180 feet; 2 pickmen being required to each 3 shovellers, and each shoveller throwing out 450 c. f of earth daily?

Geography and Natural History

1. Draw a map showing the relative positions of Syria, Mesopotamia, Chaldea and Armenia, in ancient times; and represent upon it the rivers Tigris and Euphrates, the cities Babylon, Nineveh, Antioch, Damascus and Jerusalem.

2. Write down the names of the independent states of Northern Italy, a draw a map exhibiting their relative positions.—What are the territories of the King of Sardinia?

3 How is the length of a degree on the earth's surface measured?

4. What is the cause of the tides, and of the daily change in the time and height of high water?

5. What are the orders into which "birds" have been divided by naturalists, and what are the characteristics of each order?—Give an example of a British bird in each order

6. Give some account of the conformation and the habits of the "barn owl."
7. What are the causes of the trade winds and the gulf stream?—Give a particular account of the course and velocity of the gulf stream.
8. Draw a map of North America, showing the boundaries of the United States.

English History and English Grammar.

1. Give some account of the reign of Richard II.
2. What events immediately brought about the abdication of James II.?—Give some particulars of the wars in Ireland during the reign of William III.
3. Relate the principal events in the naval history of the country in the reign of George III.
4. Correct the following ungrammatical sentence, give reasons for the corrections you make, and parse the sentence: "They who he had injured the deepest he had the greatest reason to love."
5. Write a paraphrase of the following passage, and parse the words printed in italics:

> See the sole bliss Heaven could on all bestow,
> Which *who* but feels *can taste*—but *thinks can know*;
> Yet, poor with fortune, and with learning blind,
> The bad must miss,—the good untaught will *find*.

6. Parse questions 2 and 4 etymologically.

Mechanics and Astronomy.

The solutions of the problems marked with an asterisk are to be written out under such forms as would make them intelligible to a class in your school.

1. State generally the principle of the equality of moments.

*2. There is a platform 20 feet long and 10 feet wide; each square foot weighs 50 lbs.; it turns upon pivots at its extremities, and is supported in a horizontal position by chains fixed at points 8 feet vertically above the pivots.—What is the strain on each chain, and what the direction and amount of the pressure on each pivot?

*3. What must be the horse-power of an engine to work a sledge-hammer weighing 9 tons, and having a lift of 2 feet, at the rate of 20 lifts per minute?

*4. A mine 150 fathoms deep, contains 4000 cubic feet of water; in how many hours will a 60-horse power engine empty it? Supposing it to occupy four hours, at what rate per hour must the water flow into the mine?

5. An engine evaporates half a cubic foot of water per minute; the area of the piston is 1252 square inches, the pressure of the steam is 40lb per square inch when it enters the cylinder, and it is cut off when the piston has completed 2 feet of the stroke. How many strokes does the engine make per minute?

6. There is a fly-wheel to the engine in example 3, whose rim weighs 4 tons, which is 20 feet in diameter, and which makes 20 revolutions per minute. If the steam be suddenly shut off, through how many lifts will the fly-wheel carry the hammer?

7. How would you explain to a class in your school the following truths of astronomy:—
   1. That the earth is not a boundless plain.
   2. That it is a sphere.
   3. That as we travel towards the equator, the stars sink behind us.
   4. That the equatorial regions are the hottest.
8. Explain generally the methods by which the following problems of practical astronomy are solved:—

   To determine the latitude.
   To determine the longitude.
   To determine the time by observation.

Arithmetic.

The examples marked with an asterisk are to be so worked as to render apparent the reason of each step in the operation.

1. Construct an Addition, a Short Multiplication, and a Long Division sum, so that the answer to each may readily be verified by inspection, and work each under the form you think most likely to render the different steps of the operation intelligible to a class in your school.
2. In what terms would you explain the nature of fractional quantities, and how would you prove that the value of a fraction is not altered when its numerator and denominator are multiplied by the same number, and that to divide one fraction by another, the divisor must be inverted, and the two then multiplied together?

*3. Find the value of 12 quarters, 3 bushels, 3 pecks of wheat, at 2*l.* 2*s.* 8*d.*, per quarter, by the Rule of Practice.

*4. If the sixpenny loaf weighs 3 lbs. when wheat is 36*s.* per load, what is wheat a load when it weighs 2 lbs., 8 oz., 8 drs.?

*5. If beer, which is brewed with 3 bushels of malt to the barrel, cost 1*s.* 3*d.*, per gallon, when malt is 62*s.* 8*d.* per quarter, how much will that cost per gallon which is brewed with 5 bushels of malt to the barrel, when malt costs 50*s.* per quarter?

Natural Philosophy, Botany, and Agricultural Chemistry.

1. Describe the barometer, and account for the suspension of the barometric column.
2. Describe and explain the common suction pump.
3. Explain the formation of dew, and account for the deposition of it in different quantities on different substances.—Why are the clearest nights of summer the coldest?
4. Enumerate the compounds of oxygen and nitrogen, and express, under symbolic forms, the proportions in which these elements unite severally to form them.
5. Give a method by which atmospheric air may be analyzed, and show in what respects the wisdom and goodness of God are apparent in its chemical constitution.
6. What are the elements of the organic matter in plants; by what organs, from what sources, and under what forms do they receive it, and into what substances do they convert it?
7. On what general causes does the efficacy of manure depend?
8. Describe the different forms of animal manure, and their effects.
9. Describe, in like manner, the different forms of mineral manure.

Appendix (C).

In this Table the Answers given by the Students to the preceding Questions are indicated according to their several degrees of accuracy by the letters A, B, C.*

Numbers designating the Students.	1.	2.	3.	4.	5.	42.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
Age (years)	17	18	16	16	19	17	21	17	28	24	37	17	19	21	17	15	22	17	21	22	20
Time in Institution (months)	2	7	7	2	32	12	..	7	7	2	17	7	22	17	2	2	12	7	17	12	23
Reading	..	B	C	C	B	..	C	C	C	B	B*	B	B	B	B	C	B	B	B	A	B
Spelling	B	B	A	B	B	A	A	C	C	B	A	B	A	A	A	B	B	A	C	A	B
Writing	A	B	A	B	C	A	A	C	C	B	A	B	B	A	A	B	A	C	B	A	B
General character of mental culture and literary attainments	B	C	B	C	B	B	B	C	C	B	A	B	B	B	C	C	B	A	B	B	A
Skill as a teacher	..	..	..	..	B*	..	..	..	..	..	B	..	..	..	..	..	C	..	C	A	..

Numbers designating the Students.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.	31.	32.	33.	34.	35.	36.	37.	38.	39.	40.	41.
Age (years)	23	25	28	21	21	..	21	19	19	17	18	20	17	31	25	22	25	20	23	17	17
Time in Institution (months)	2	12	2	2	2	2	7	11	22	7	27	2	12	12	22	17	2	7	17	7	2
Reading	C	C	C	B	C	..	..	A	A	B	A	B	A	B	..	B	B	C	A	C	..
Spelling	C	C	A	A	B	..	B	A	A	B	A	A	B	C	A	..	A	A	A	A	A
Writing	C	A	A	B	B	..	A	*A*	A	C	B	A	A	C	B	..	A	A	B	A	A
General character of mental culture and literary attainments	C	C	B	A	C	..	B	A	A	C	A	A	B	C	B	..	B	B	C	B	B
Skill as a teacher	..	B	..	..	..	..	..	A*	B	..	B	..	..	..	B	..	..	..	A	..	..

* See Report upon the Battersea Training School, p. 392.

APPENDIX (C).—*continued.*

Numbers designating the Students		1.	2.	3.	4.	5.	42.	6.	7.	8.	9.	10.	11.	12.	13
Scriptural Knowledge.	1	.	.	C	.	.	C	A	.	.	.	.	.	.	.
	2	C	B	B	B	B	C	.	.	C	.	B	.	B	C
	3	.	C	C	.	A	.	.	.	C	B	B	.	C	B
	4	C	.	.	C	A	.	.	C	.	.	C	.	C	C
	5	.	.	.	.	A	.	C	.	.	.	C	.	C	C
	6	B	B	B	C	A	C	B	C	A	A	A	A	B	C
	7	C	C	B	B	B	.	.	C	.	A	B	B	C	C
Liturgy, Catechism, and History of the Church.	1	C	C	C	C	A*	C	B	B	B	C	B	.	B	C
	2	A	C	.	.	A	.	C	B	B	C	A	.	C	A
	3	C	C	C	B	A*	C	C	.	C	.	C	.	B	A
	4	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	5	C	C	.	.	B	B	C	C	C	.	A	C	B	C
	6	C	.	.	C	A	C	.	C	.	.	C	B	C	C
	7	.	.	.	C	B	.	.	.	.	.	.	.	C	.
	8	.	.	.	.	B	.	.	.	.	.	.	.	C	.
Art of Teaching.	1	.	.	.	.	.	.	.	.	.	.	B	.	.	.
	2	.	C	.	.	B	C	.	.	.	.	.	.	C	.
	3	C	C	C	C	B	C	.	A	C	C	B	C	C	A
	4	C	B	B	B	.	A*	A*	A	B	C	B	C	.	*A*
	5	.	.	.	B	B	.	.	.	.	.	C	C	A	B
Arithmetic.	1	.	.	B	.	.	B	C	.	.	.	.	C	A	A*
	2	C	.	C	C	B	B	.	A	B	.	B	.	A	C
	3	A	B	A	C	C	A	C	.	B	A	B	A	A	A
	4	A	.	.	.	B	A	.	C	C	A	.	.	B	A*
	5	.	.	C	C	B	A	.	C	.	A	.	A	B	B
Natural Philosophy.	1	.	C	.	.	B	.	.	.	.	.	B	C	C	C
	2	C	C	C	C	C	B	.	C	C	.	C	B	B	B*
	3	C	.	.	.	A	C	.	.	C	.	.	.	C	C
	4	.	.	.	.	B	.	.	.	.	.	.	.	.	.
	5	.	.	.	.	A	.	.	.	.	.	.	B	B	.
	6	.	.	.	.	C	.	.	.	.	.	.	.	C	B
	7	.	.	.	.	.	.	.	.	.	.	.	.	C	.
	8	.	.	C	.	C	.	.	.	.	.	.	.	B	C
	9	.	.	.	.	C	.	.	.	.	.	.	.	C	C
Mechanics and Astronomy.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	3	A	A	A	A	A	A	A	.	C	A	A*	A	A	A
	4	B	A	A	A	A	.	.	A	A	.	C	A	.	.
	5	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	7	C	C	C	C	A	.	B	.	C	B	B	B	A*	B
	8	.	.	.	.	.	.	.	.	.	.	.	.	C	.
Geography.	1	B	C	C	C	A	.	.	.	.	B	A	*A*	B	B
	2	.	.	.	.	B	.	.	.	.	B	B	.	C	.
	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	4	.	.	.	.	A*	.	.	.	B	.	C	A	A	B
	5	A	*A**	A*	B	.	B	.	B	.	.	B	.	.	A*
	6	C	C	A*	A	.	.	.	.	.	C	.	B	B	A*
	7	B	C	B	B	*A*	.	.	.	B	A	B	.	B	C
	8	.	C	.	.	B	.	.	.	.	.	A	.	.	.
English History and English Grammar.	1	*A**	C	.	C	B	B	C	B	A	A	A*	B	.	.
	2	B	.	C	.	B	C	.	B	B	B	B	.	C	C
	3	B	.	C	.	C	.	.	C	.	C	B	.	C	.
	4	C	C	.	B	A	C	.	.	.	.	A	C	.	C
	5	.	C	C	B	B	C	.	.	.	.	.	.	C	.
	6	.	.	C	.	.	.	.	.	.	.	.	.	.	.
Algebra.	1	.	.	.	.	B	.	.	.	.	.	.	.	.	.
	2	.	.	.	.	B	.	.	.	.	.	.	.	.	.
	3	B	.	.	.	C	.	.	.	.	.	.	.	.	.
	4	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	5	.	.	.	.	.	.	.	.	.	.	.	.	B	.
	6	.	.	.	.	.	.	.	.	B	.	B	A*	.	A*
	7	.	C	C	.	A	A*	.	C	C	.	B	B	A	A
	8	A	.	.	.	.	.	.	.	.	.	.	.	.	.
	9	.	.	.	.	.	.	.	.	.	.	C	.	.	.
	10	.	.	.	C	B	.	.	.	.	.	.	.	.	C
	11	.	.	.	C	.	.	.	.	.	.	.	.	.	.

* See Report upon the

APPENDIX (C).—*continued.*

14	15.	16.	17	18	19	20	21.	22.	23	24	25	26.	27	Numbers designating the Students	
.	.	B	.	.	A	B	.	B		A	.		A	1	Scriptural Knowledge
.	.	A	B	C	B	B	.	C	B	B	B		B	2	
.	C	B	C	A	B	.	.	.	C	B	.		C	3	
.	.	B	C	.	B	.	.	.	B	.	.		B	4	
C	.	B	.	C	.	C	.	.	.	.	.		C	5	
C	.	A	C	B	A	B	.	A	A	A	B		A	6	
C	B	.	C	B	A	C	.	.	B	A	.		B	7	
C	C	B	B	C	C	A	C	C	C	B	B		C	1	Liturgy, Catechism, and History of the Church
.	.	A	.	C	A	C	B	C	A	B	.		A	2	
.	.	A*	C	B	A	C	.	A	A	A	C		A	3	
.	.	.	.	.	C	.	.	.	A	.	.		A	4	
.	C	B	C		C	C	.	.	A	B	.		B	5	
.	.	B	C	C	B	C	.	B	B	.	C		C	6	
.	.	A	.	.	A	.	.	.	.	A	.		B	7	
.	C	.	C	.	B	C	.	.	.	B	.		B	8	
.	B	C	B	B	C	B	.	.	.	C	.		C	1	Art of Teaching.
.	.	C	B	.	B	C	.	.	B	B	.		B	2	
C	.	B	C	B	B	C	C	C	.	C	C		C	3	
.	.	C	A	A	A	C	.	C	A*	A	C		A	4	
.	.	B	B	B	B	C	.	C	.	B	.		B	5	
B	B	.	.	B	A*	C	.	C	.	A*	C		B	1	Arithmetic.
.	.	C	B	B	A	.	.	B	C	B	B		B	2	
B	C	A	A	A	A*	B	B	C	A	A*	.		A	3	
.	A	C	C	A	A*	.	A	.	A	.	A		A*	4	
.	A	*A*	B	A*	*A*	.	A	.	B	.	.		A*	5	
.	.	B	B	C	*B*	.	.	.	.	.	.		B*	1	Natural Philosophy.
.	.	C	B	B	B*	C	.	.	.	.	.		C	2	
.	.	.	C	C	C	.	.	.	C	C	.		C	3	
.	.	.	C	A	.	.	.	.	.	C	C		.	4	
.	.	.	B	A	.	.	.	.	.	B	.		.	5	
.	.	.	C	A	.	.	.	.	.	.	.		.	6	
.	.	.	B	C	A	.	.	.	B	.	.		.	7	
.	.	.	K	A	.	.	.	.	C	.	.		.	8	
.	.	.	C	A	.	.	.	.	.	.	.		.	9	
.	.	.	B	*C*	.	.	.	.	.	.	.		.	1	Mechanic and Astronomy.
.	.	.	.	C	.	.	.	.	.	.	.		.	2	
.	.	A	.	A*	A	A	A	C	A	A	A		A	3	
.	.	A	A	A	*A*	A	A	A	A	A	A*		A*	4	
.	.	.	.	.	.	.	.	.	.	C	.		.	5	
.	.	.	.	.	.	.	.	.	.	.	.		.	6	
B	C	A	A*	*A**	A	A	.	C	B	B	.		C	7	
.	.	.	A	.	.	.	.	.	.	.	.		.	8	
.	.	.	B	B	C	B	.	C	B	C	B		A	1	Geography.
C	B	A	.	.	C*	.	.	.	.	.	.		.	2	
.	A	.	B	.	.	.	.	.	.	C	.		.	3	
.	.	B	.	A	C	B	.	.	.	.	.		C	4	
C	.	C	A	A	C	.	C	C	B	A*	.		A	5	
.	.	B	C	.	.	.	A	.	B	C	B		C	6	
.	.	B	B	C	C*	B	.	.	.	C	.		.	7	
.	A	.	C	B	C	.	.	.	.	.	.		.	8	
B	C	B	*A**	C	A	A	.	C	B	B	C		B	1	English History and English Grammar
C	C	A	B	C	B	B	.	.	C	B	.		B	2	
.	.	C	.	C	C	B	.	C	.	A	.		C	3	
.	.	.	.	B	B	C	B	C	C	.	.		.	4	
.	.	.		C	C	B	.	.	C	A	.		.	5	
.	.	.	.	.	B*	.	.	.	.	.	.		.	6	
.	.	B	.	C	B	B	.	.	.	.	.		.	1	Algebra
.	.	C	.	.	B	B	.	.	.	.	.		.	2	
.	.	A	.	C	B	.	.	.	.	B	.		.	3	
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.	.	.	.	A	A	.	.	.	.	.	.		.	5	
.	.	.	A	.	.	.	.	.	.	A	.		.	6	
.	.	.	B	B	A	.	C	.	.	.	.		.	7	
.	.	.	A	.	.	.	.	.	.	.	.		.	8	
.	.	.	.	.	.	.	.	.	.	.	.		.	9	
.	.	.	.	.	.	.	C	.	.	.	.	C	.	10	
.	.	.	C	.	.	.	C	.	.	.	.		.	11	

Absent on account of illness.

Absent on account of illness

APPENDIX (C).—*continued.*

Numbers designating the Students.		28	29.	30	31	32	33	34	35	36	37.	38	39	40	41
Scriptural Knowledge.	1	A*	A	.	B	.	.	C	.	ill.	.	.	.	.	.
	2	A	B	C	.	.	C	C	C		.	A	.	B	.
	3	A*	B	.	.	B	C	.	A		.	A	B	A	.
	4	C	C	.	.	.	.	.	.		.	.	.	.	.
	5	.	.	.	.	.	.	.	.		.	.	C	.	.
	6	B	A	B	A	A	B	.	A		A	B	A	A	C
	7	A*	.	A	.	A	A	.	A		C	B	.	C	C
Liturgy, Catechism, and History of the Church	1	B	A*	C	C	C	C	.	B	ill.	C	B	C	C	C
	2	B	C	B	C	A	C	C	A		C	A	C	C	.
	3	B	B	C	.	C	.	.	B		C	C	B	.	C
	4	B		.	.	A	.	.	B		.	.	A	.	C
	5	C	C	.	B	B	.	.	C		C	C	C	C	.
	6	C	B	C	C	C	C	.	.		.	C	.	.	C
	7	A	A	.	.	A	B	C	A		.	C	B	.	.
	8	B	C	.	.	.	B	C	C		.	C	C	C	.
Art of Teaching	1	C	B	.	.	.	C	.	.	ill	.	B	.	C	.
	2	.	C	C	.	B	.	.	C		.	.	C	.	.
	3	A	B	C	C	C	B	C	B		B	B	B	C	.
	4	A	A*	B	.	A*	C	C	B		B	A*	A	B	B
	5	B	A	.	.	C	A	.	B		.	.	.	.	.
Arithmetic	1	B	A*	.	.	A	B	.	A	ill	.	A	.	C	.
	2	A*	A*	C	.	B	B	.	B		C	B	B	B	.
	3	B	B	.	A	A	A	B	.		B	A	A	A	A
	4	A*	B	.	A	A	A	.	C		A	A	C	.	.
	5	*A**	A	.	A	A	A*	.	A		A	A	B	C	.
Natural Philosophy	1	*B*	B*	.	C	B	C	.	C	ill.	B	C	B	C	.
	2	B*	B	.	C	B	B	.	B*		.	B	B*	B	.
	3	.	*A*	.	.	C	.	.	C		.	.	C	.	.
	4		.	B	.	.	.	.	.		.	.	.	.	.
	5	B	.	.	C	.	.	.	B		.	.	.	.	.
	6	*A*	A	.	.	.	.	.	.		.	.	.	.	.
	7	C	A*	.	C	A	.	.	.		.	.	.	.	.
	8	C	B	.	B	.	.	.	.		.	.	.	.	.
	9	C	C	.	.	.	.	.	.		.	.	.	.	.
Mechanics and Astronomy.	1	A	C	.	.	.	.	.	.	ill.	.	A	.	.	.
	2	A	C	.	.	.	A	.	.		.	.	.	.	.
	3	.	A	C	A	.	A	A	A*		A	.	A	A	A
	4	*A**	B	A	.	A	.	A	A		A	B	A	A	.
	5	.	.	.	.	.	.	.	.		.	.	.	.	.
	6	.	.	.	.	.	.	.	.		.	.	.	.	.
	7	A*	A	C	.	B	.	.	A		B	C	B	C	.
	8	.	.	.	.	.	.	.	.		.	.	.	.	.
Geography	1	A	B	C	A	.	C	B	B	ill	.	B	.	*A*	.
	2	B	A	.	A	.	.	.	B		.	.	A	A	.
	3	A	.	.	.	.	.	.	.		.	.	.	.	.
	4	B*	A	.	.	.	.	.	B		.	C	A	.	.
	5	A	A	B	.	A	B	C	A		C	C	.	.	B
	6	B	C	C	.	*A*	.	C	B		C	.	.	.	A
	7	.	*A**	B	C	A	.	.	.		C	C*	.	.	.
	8	*A*	.	.	C	B	B	C	B		.	B	.	A*	.
English History and English Grammar	1	B	A	B	C	A	A*	B	C	ill	B	B	A	A*	.
	2	B	B	C	C	B	.	.	A*		.	B	A	C	.
	3		C	.	.	.	.	.	.		.	.	C	.	.
	4	B	A	C	B	A*	C	.	.		B	B	B	.	.
	5	B	B	.	A	.	.	.	.		.	B	B	.	.
	6	B	.	.	B	.	.	.	.		.	.	.	.	.
Algebra	1	.	A	B	C	B	.	.	C	ill	C	.	.	.	.
	2		B	.	.	C	.	.	.		C	.	.	.	.
	3	B	B	.	C	C	.	.	.		.	.	.	.	.
	4		.	.	.	.	.	.	.		.	.	.	.	.
	5	B	C	.	C	.	.	.	C		.	.	B	.	.
	6	.	.	.	.	.	.	.	.		.	.	.	.	.
	7	B	.	.	A	B	A	.	C		.	C	B	.	.
	8	C	.	.	.	.	.	.	.		.	.	.	.	.
	9	.	.	.	.	.	.	.	.		.	.	.	.	.
	10	C	.	.	.	.	.	.	.		.	.	.	.	.
	11	C	.	.	.	.	.	.	.		.	.	.	.	.

Appendix (D).

Model School.

General Time Table.

Time.	Upper Classes.	Lower Classes.
A.M.		
9 to 9½	Scripture, Singing, Prayers, and Text.	
9½ to 10	Scripture Lessons (gallery).	Reading.
10 to 10¾	Reading.	Writing.
10¾ to 11	Play-ground.	Play-ground.
11 to 11½	Arithmetic.*	Arithmetic and Tables.
11½ to 12	Writing.	Geography & singing alternately.
P.M.		
2 to 3	Mechanics or Mensuration.	Arithmetic and Tables.
3 to 3¼	Play-ground.	Play-ground.
3¼ to 4	Reading or Writing.	Writing or Reading.
4 to 4¾	Drawing or Singing.	Reading or Writing.
4¾ to 5	Dictating Evening Lesson.†	Catechism or Geography.
5	Scripture. Singing, and Prayers, and Dismissal.	

* Evening Lessons.—Monday, Geography.—Tuesday, Poetry.—Wednesday, Grammar.—Thursday, Collect and Epistle,—Friday, Psalms.

† Sometimes Mental Arithmetic.

Friday's Time Table.

Time.	Upper Classes.	Lower Classes.
A.M.		
9 to 9½	Scripture, Singing, Prayers, and Text.	
9½ to 10¼	Collect, Epistle, and Catechism.	Catechism.
10¼ to 10¾	Chanting.	Writing.
10¾ to 11	Play-ground.	Play-ground
11 to 11½	Geography.	Primer (gallery).
11½ to 12	Writing from memory.	Chanting.
P.M.		
2 to 3	Mensuration or Mechanics.	Arithmetic and Tables.
3 to 3¼	Play-ground.	Play-ground.
3¼ to 4	Reading (Sellon's Abridgment).	Writing.
4 to 4¾	Explanation of Psalms.*	Catechism.
4¾ to 5	Scripture, Singing, and Prayers.	

Psalms for the following Sunday.

Appendix (E).

Model School.

ATTENDANCE.

From January 13th to June 26th, (A.D. 1845.)						
	Present.	Sick.	Leave.	Late.	Absent.	Total.
Total	14,532	884	508	58	197	16,011
Daily Average . .	126	7	4	..	1	139
From July 28th to November 7th						
Total	10,214	297	479	27	127	11,141
Daily Average . .	139	4	6	..	1	150

From 2nd May, 1845, to 26th August, 1845—84 School days; during this time there were 151 Notes sent—for boys being late 38, and absent 113.

Excuses for being—

Late—Domestic arrangements bad, 20.—Errands, 10.—Idlers, 8.

Absent—Wanted by parents, 50.—At home, no reason given, 9.—Sick, 25.—No shoes, 4.—Truants, 3.—Domestic arrangements bad, 3.—Miscellaneous, 11.—Left, 8.

Appendix (F).

No.___ Chester,____ 184__

Name and number of boy. } late or absent M. or A. { _____ _____

Last day for answer_____

No. of boy sent_____

When answered_____

Reasons given_____

No._____ Chester_____ 184__

_____ has been late or absent this morning, or this afternoon, *without leave*, from the National School in the Training College.

RULE.

A parent or grown-up friend must come, or send a note, to the school to tell why the boy was late or absent on or before_____ next, or we shall consider that he has left the school.

_____ Master.

Appendix (G).

Rules of National School in the Training College, Chester.

If these Rules are not obeyed, the Master cannot allow Children to remain at the School.

1. Boys who are above seven years of age, and of good health, may be brought to the school.

2. Each boy must be in the school at 9 o'clock in the morning, and at 2 in the afternoon, unless otherwise ordered by the master.

3. The children themselves, and their clothes, must be quite clean, their hair cut short, and in every way they must be as neat as the parents or friends can make them.

4. The 20 boys who have been longest in the school are free; the next 20 boys who have been longest in the school must each pay 1*d.* per week; the third 20 boys who have been longest in the school must each pay 2*d.* per week; and the rest of the children 3*d.* per week.

5. On each Monday morning the pence for that week are to be brought, whether the child be at school or not.

6. Books, slates, paper, pens, ink, pencils, &c., are found for the children, without cost to the parents.

7. Any injury which may be done to books, &c., by a child, must be made good by his parents or friends.

8. If a boy be wanted at home, the master's leave must be asked beforehand, by a parent or grown-up friend.

9. When children are late, or absent, without the master's leave, a note will be sent requiring a parent or grown-up friend to come to the school to tell why the child was late or absent; and if it should ever be the case that, at different times during one half-year, three such notes have been sent about the same boy, he will, on the next like offence, be subject to degradation on the payment list, or dismissal from the school.

10. Care will be taken that children are not ill-treated while in school. Should there be any just ground of complaint, the parent must speak to the Principal of the College, without going to the school-room.

11. Since more is required than the labours of a schoolmaster in school, in order "that children may be virtuously brought up to lead a godly and a Christian life," the parents or friends are desired, as they love the welfare of their children, to promote their education in every possible manner, confirming at home, both by precept and example, those lessons of piety and morality, order and industry, the teaching of which are main objects of this Institution.

Appendix (H).

List of Books.

Holy Bible.
New Testament.
Book of Common Prayer.
Davy's History of England.
First, Second, and Third Reading Books.
Sellon's Abridgment of the Bible.
First Miscellaneous Reading Book.
Instructor, Nos. 6 and 7.
Hogarth's Outlines of Geography.
Ingram's and Oram's Arithmetic.
Historical Questions.
Religious Primer.
Ostervald's Abridgment of the Bible.
Jones's Book of Nature.
Catechism, with Proofs and Illustrations,
Charity School Spelling Book.

Books used.

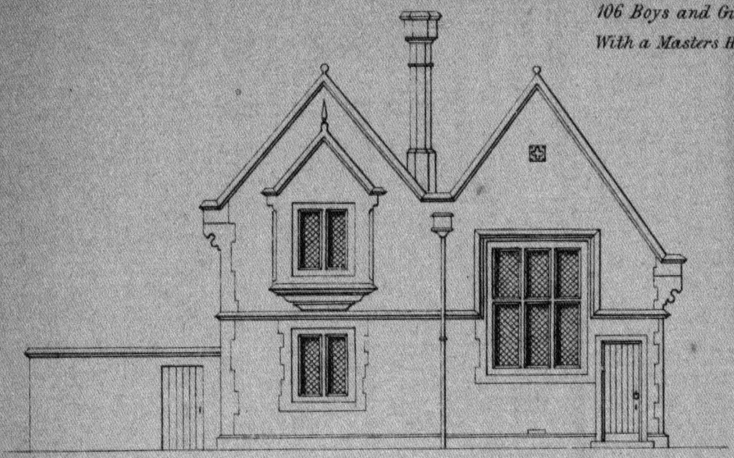
Class 1 and 2. Davy's History of England, and Third Book.
Class 3 and 4. Jones's Book of Nature, Instructor No. 7, and Sellon's Abridgment.
Class 5 and 6. Instructor No. 7, Second Book, and Miscellaneous Reading Book.
Class 7. Ostervald's Abridgment of the Bible.
Class 8. Charity School Spelling Book.

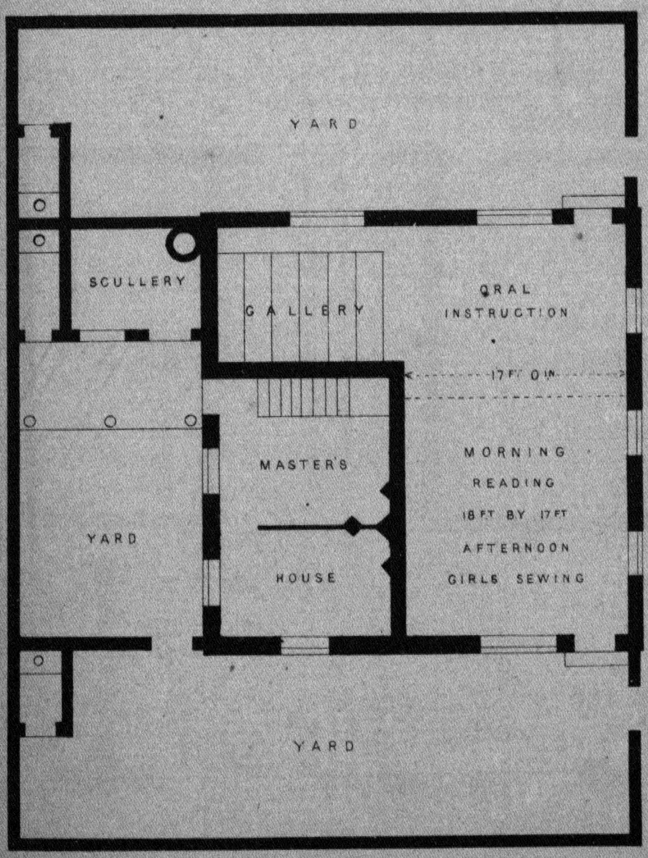
End of Vol. I.

LONDON:
Printed by W. Clowes and Sons, Stamford Street,
For Her Majesty's Stationery Office.

No 1.

106 Boys and Girls
With a Masters House.

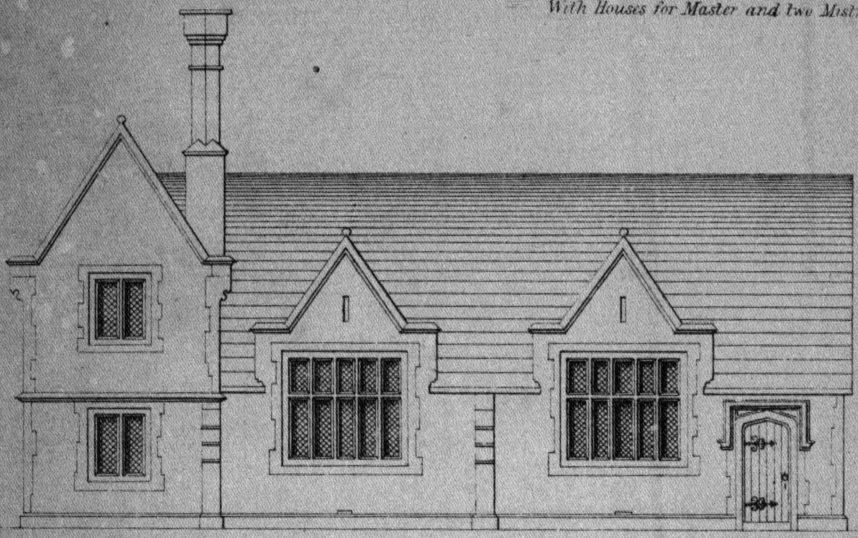


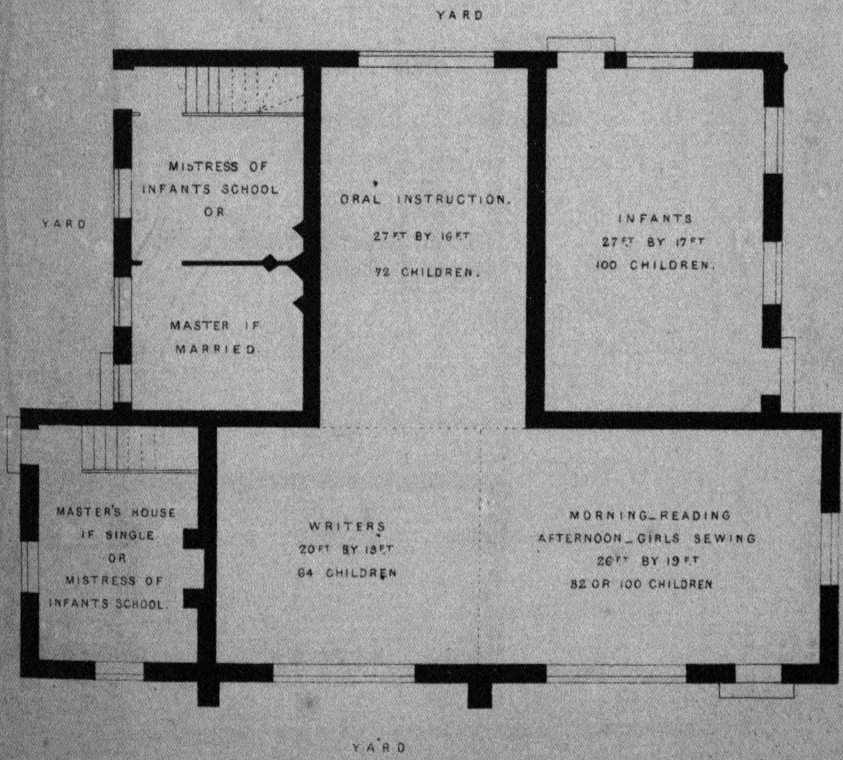


J. P 432.
Standidge & Co Lith London

No. 2.

220 Boys and Girls and 100 Infants
With Houses for Master and two Mistresses.



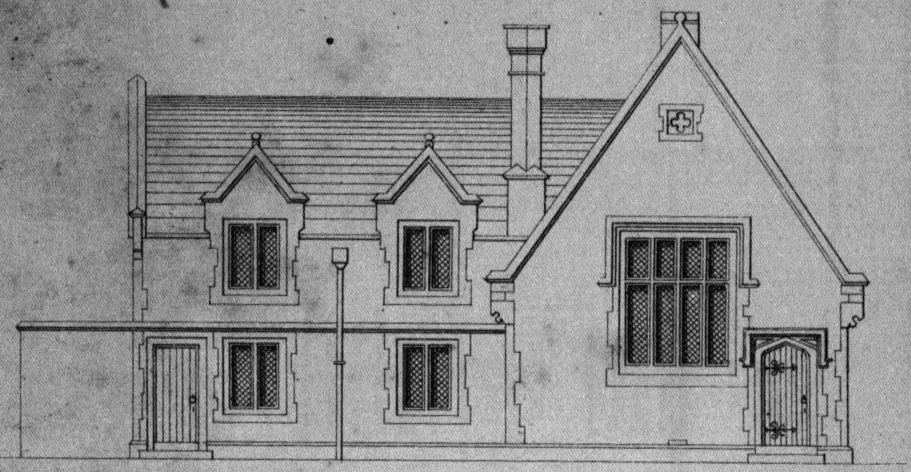


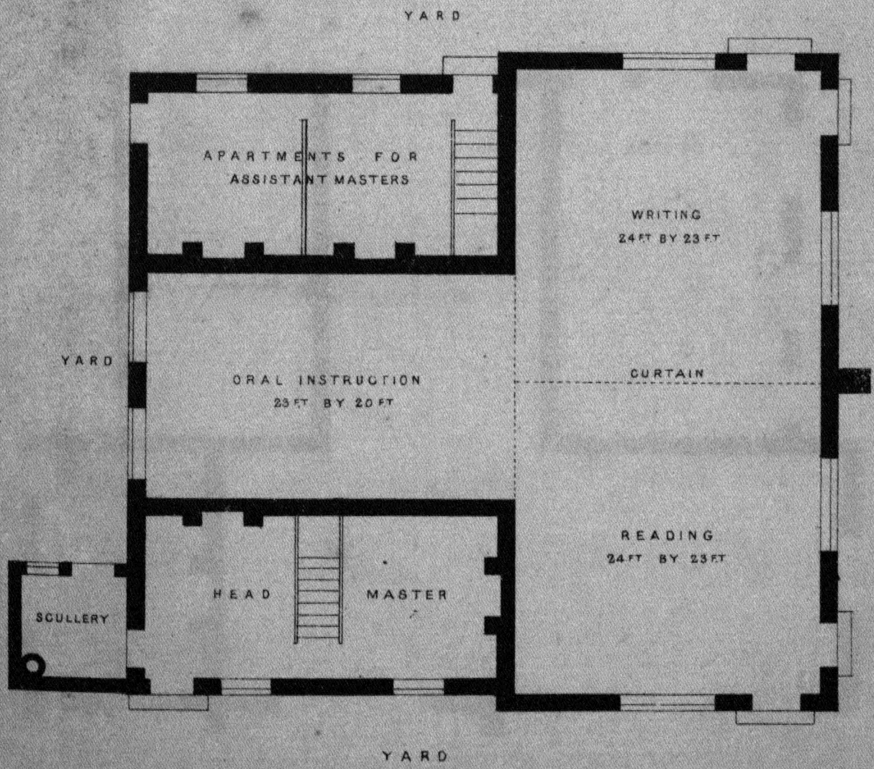
Standidge & Co. Litho London

No. 3.

250 Boys.

With Residences for a Head Master and two Assistant Masters





3. P. 131.
Standidge & Co. Litho. London.